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ABSTRACT

A report is given on the Extended Elementary Teacher Education Program (EETEP), a five-year alternative to the regular four-year elementary program at the University of Nebraska-Lincoln. The purpose is to prepare elementary teachers who exhibit higher levels of teaching performance than coteachers prepared in the regular program. Primary components of the program are: (1) early and continuing field experiences that are integrated with the didactic portion of the program; (2) a liberal arts emphasis that requires both an increased general education requirement and a non-elementary education "major area" or two non-education "minor areas"; (3) an emphasis on the research knowledge base, begun in the foundation course, that bridges between early courses and is continued throughout the methods courses, internship, and subsequent seminars; (4) two semester blocks of methods courses closely relating didactic course work and field experiences; and (5) an internship followed by a teacher educator field experience with an accompanying seminar. The report includes a description of the project and its evolution, an assessment of program outcomes, and a practice profile. The appendices include course outlines for human technologies in teaching; teaching language and literature; and teaching mathematics, natural, and social sciences. Also included are EETEP interviews with students, faculty, and administrators; a description of the use of journals by EETEP students; and an analysis of policies effecting the development of new programs at the University of Nebraska-Lincoln. (JD)

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ED309150

University of Nebraska-Lincoln

Extended Elementary Teacher Education Program
Project Portrayal

I. Project Description and Evolution

The University of Nebraska Extended Elementary Teacher Education Program (EETEP) is a five-year alternative to the regular, four-year elementary program. Students volunteer for EETEP, but they also are selected into it, though not through standards that are substantially different from those for the regular program. New cohorts are recruited and selected during their freshman year and begin the program in the first semester of their sophomore year.

Basic ideas for EETEP came from several different sources: (1) research on teaching, learning, and human development, (2) the general reform movement in education and teacher education, (3) content from the AACTE report, *A Call for Change in Teacher Education,* and (4) Berliner's concept of a pedagogical laboratory. The groundwork for the program was laid in discussions and planning meetings in 1984-86; the first student cohort was admitted in August 1986. Additional cohorts were admitted in 1987 and 1988.

In simplified form, EETEP can be characterized through four verbs: extend, connect, collaborate, and study. Extend refers to EETEP's five year length; it also describes a liberal arts program that has been lengthened through adding eighteen semester hours to the general education requirement and also adding a non-elementary education major field or two minors. In addition, the pre-student teaching field experience has been extended by ten to twelve semester hours. Connect refers to our attempts to build connections within the program -- connections between early field experiences and the abstractions that we teach in our on-campus pedagogy courses; connections between learning and development courses on the one hand and methods courses on the other; and connections across methods courses, thus leading to the preparation of two major blocks of methods courses: (1) language and literature, and (2) mathematics, science and social studies. The third verb, collaborate, refers to collaboration with the College of Arts and Sciences in planning the liberal arts portion of the program; collaboration with the Educational Psychology Department in planning the development and learning portion of the program and in offering sections of their courses explicitly for EETEP students; collaboration with faculty members in the regular elementary program in planning and offering specific, blocked sections of their courses for EETEP; and finally and most importantly, collaboration with the Lincoln Public Schools where teachers and schools host EETEP students at each stage of their field experience. Of particular importance is the fact that in each instance of collaboration, we have had both "planning" and "doing" collaboration. That is, representatives of all groups who are in some way collaborating by teaching or otherwise working with EETEP students were involved significantly in planning at least that portion of the program. Study, the final verb used to describe EETEP, refers to the reflective journals that we ask students to write; it also refers to the procedures that we are using to examine both the processes and outcomes of the Extended Elementary Teacher Education Program.

The EETEP is intended to educate prospective teachers who will differ from those prepared in the regular program on several personal and professional dimensions. The outcome measures, then, are focused primarily on the EETEP student. Issues related to university and school faculties have been addressed to a lesser degree.

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Sample

In order to compare the new program with the existing elementary education program, the project identified students in succeeding EETEP cohorts as experimental samples and selected matched groups of students in the regular program as comparison groups. EETEP Cohort 1 began with 16 students; Cohort 2 with 23. By the beginning of spring semester 1988, each cohort consisted of thirteen students. Most of those students who had left the program had left elementary education (3) or the University of Nebraska (8). As spring semester began, two additional Cohort 1 students who had personal plans that would take them away from Lincoln arranged to transfer to the regular program at the end of the semester so that they could move from Lincoln a year earlier than would be possible if they had remained in EETEP. Since the end of spring semester 1988 six Cohort 2 students also elected to transfer to the regular program. And, finally, one Cohort 1 student failed to qualify for admission to teacher education because of low grades and PPST scores.

The thirteen Cohort 1 students who completed both the first two early field experiences and the first formal EETEP course, Human Technologies in Teaching, and its associated field experience form the experimental group sample for Cohort 1. The eighteen students who completed the first and second early field experiences form the experimental group for Cohort 2. The comparison group sample for Cohort 1 were students in three sections of the regular mathematics methods class. The comparison group sample was drawn to match EETEP Cohort 1 students as closely as possible on ACT scores and grade point average. Differences in means between the EETEP and comparison group were small and non-significant. Thus it seemed reasonable to consider them equivalent in ability and to assume that differences between them resulted from the nature of their university experiences.

Although they were similar on ACT scores and grades, University academic experiences of the students in EETEP Cohort 1 and its comparison group differed in several ways. First, all of the EETEP students had completed three, two semester credit hour early field experiences, while students in the comparison group had completed only two, one semester hour experiences -- and the nature of the experiences differed substantially. All of the EETEP students had completed the Human Technologies in Teaching course; none of the students in the comparison group had done so. On the other hand, students in the comparison group had completed from three to six of the nine methods courses that are required in the regular elementary education program. One of the two EETEP students who left the program at the end of spring semester also had taken three methods courses, and the other one had completed two before leaving EETEP.

At the time of the study, Cohort 2 consisted of 16 females and 2 males. All but three were of traditional college age. All three non-traditional aged students were 24 years of age; one of them was blind. The comparison group for Cohort 2 was randomly selected from a group of volunteers from sophomore educational psychology classes that required four hours of research participation. These students also were enrolled in a regular program early field experience.

Program/Component Description.

Primary components of the EETEP are (1) early and continuing field experiences that are integrated with the didactic portion of the program; (2) a liberal arts emphasis that requires both an increased general education requirement (from a regular program requirement of 42 semester credit hours to an EETEP requirement of 60 credit hours) and that also includes a reduced number of options in each area, and a non-elementary education "major area" or two non-education "minor areas;" (3) an emphasis on the research knowledge base that is begun in the foundations courses, is further developed in a course that bridges between the early courses (field experiences, human development and educational psychology), and is continued throughout the methods courses, internship, and subsequent seminars; (4) two semester blocks of methods courses having closely related didactic course work and accompanying field experiences; and (5) an internship with an optional subsequent teacher educator field experience and an accompanying seminar. Of these features, first cohort students had completed only a portion of the liberal arts emphasis, the early field experiences, and Human Technologies in Teaching, the bridging course. Second cohort students had completed only the two early field experiences and a small part of the added liberal arts emphasis.

Early Field Experiences. -- All elementary education students at the University of Nebraska-Lincoln have two semesters of early field experience, but this experience has been fundamentally restructured for the EETEP. In the regular program, students enroll for two, one semester credit hour (forty clock hour) experiences in locations that must be approved by the instructor. Three short papers are submitted during the semester in which the students describe and react to their experiences. Experiences include observations, tutoring, monitoring, some small group instruction and some non-instructional tasks. In the EETEP, students enroll for two, two semester credit hour courses of early experience. They are assigned in pairs to a teacher in one of two schools for two mornings per week. Their university supervisor visits them almost every day and every second week they have a seminar. Students turn in journals every second week. The seminar, which is about forty minutes in length, serves four primary purposes: (1) students are invited to raise questions and to comment on their experiences, (2) the instructor discusses issues related to what he reads in the journals or sees taking place in the classroom, e.g. What are different ways that schools serve the needs of exceptional children and at the same time provide appropriate education for all children? (3) the instructor brings in new material for discussion, and (4) school staff members, e.g. the principal, meet with students to answer their questions or to ask them questions.

In the second semester, students change schools and teachers, grade levels, and EETEP partners. Feedback on student performance also is secured from cooperating teachers.

Human Technologies in Teaching. --The Human Technologies course and the third field experience are taught essentially as a single five semester credit hour course that includes on-campus didactic and laboratory work as well as off-campus experience. The combined course follows somewhat the pattern of the pedagogical laboratory described by Berliner (1987), except that each topic begins with a structuring of the content related to that topic in order to provide a basis for other experiences at increasing levels of realism ranging from simple simulations such as those provided in the University of Virginia computer simulation problems, to viewing and coding videotapes and discussing protocols, to microteaching. Each topic concludes with the EETEP student teaching a lesson using cooperative learning and emphasizing a particular teaching behavior. Students are expected to combine behaviors and skills developed early in the course with those developed in succeeding units. Students also are expected to "think" across units. Students work in study teams.

The purpose of the Human Technologies in Teaching course is to provide a bridge between early field experiences and educational psychology courses on the one hand and the special methods courses on the other. This bridge is built upon certain selected, both general and specific concepts and principles, and their related research, that are discussed in child development and educational psychology. Thus, the course is intended to develop a limited number of strategies, behaviors and skills, and to suggest how others might be developed; it is not intended to be inclusive. The Human Technologies in Teaching course also is intended to help students view individual teacher behaviors in relation to teaching strategies -- to see important relationships within what teachers do.

The Human Technologies in Teaching course has cooperative learning, a teaching strategy, as its organizing theme. This means that (1) cooperative learning is acknowledged as one teaching strategy that prospective elementary teachers should master, (2) students are taught about cooperative learning and how to use it as a teaching strategy, (3) much of the class instruction is organized in a cooperative learning mode, and (4) cooperative learning provides the structure for each lesson.

Language and Literature Block -- The Language and Literature Block combines the essential content of three methods courses taught separately in the present elementary teacher preparation program: reading, language arts, and children's literature. The Block is built on the premise that language and literature are the bases of all content areas.

The language arts (reading, listening, speaking and writing) are not subjects within themselves, but are concerned with the development of communication that is relevant, correct, clear, imaginative, and effective. Certain tools assist this communication, including spelling, handwriting, grammar and usage, creative dramatics, storytelling, and others. The application of these tools to effective methods of teaching children to read, specifically to the development of basic word identification and comprehension strategies, are an important focus in the Block. Syntheses of these tools and strategies are extended to the development of children who read both for appreciation and information. Ability to translate knowledge of the basic communication processes to student tasks and behaviors is demonstrated in a variety of practicum experiences.

The goal in the elementary classroom is to create an environment in which children learn to use language (language produced by them **and** by others) more effectively because they need it to accomplish tasks which are meaningful to them. This goal is met in part by providing choice--in activities, in materials, and in instructional methodologies. The goal in the Block is to create a language and writing "community" in the college classroom that will serve as a model for elementary classroom practice. This goal is accomplished in large part by providing the **foundation** from which the choices may be made.

Teaching Mathematics, Natural and Social Sciences in the Elementary School -- The Teaching Mathematics, Natural and Social Sciences in the Elementary School block is an integration of three separate courses. The block emphasizes the role, content, materials, and trends of mathematics, science, and social studies in childhood education. The organizing theme for the block is critical thinking skills. That is, EETEP students will be taught critical thinking skills and their application to each of the three content areas. Much of their teaching will be organized around this central theme.

Course objectives for Teaching Mathematics, Natural and Social Sciences in the Elementary School center around (1) the child, (2) the nature of mathematics and the natural and social sciences, (3) instructional planning, (4) school objectives for mathematics and natural and social sciences, (5) teaching strategies and instructional materials, and (6) evaluation. A major unit is built around each of these dimensions as well as one that includes such special topics as maps and global skills, controversial issues, censorship and academic freedom, the teacher as a professional and the use of laboratories, including safety.

Field Sites

Four elementary schools in Lincoln serve as field sites for EETEP students. Approximately twenty-five teachers in these four schools have worked with EETEP students. These four schools serve quite different populations and have different organizations and emphases.

School 1 -- is an older, Chapter 1 school in a generally lower income neighborhood. Many children come from single parent families; there is a mixture of ethnic backgrounds. School 1 has an extensive special education program. Chapter 1, ESL, and special education children are served through extensive pullout programs. Thus, although School 1 is organized as a set of self-contained classrooms, many children spend a great deal of time away from their "regular" classrooms.

School 2 -- is an older school with extensive additions having been made as more people have moved into the service area. Population served is primarily middle and lower middle income. School 2 is not a Chapter 1 school. School 2 faculty are organized in teams; children are homogeneously grouped for some subjects and heterogeneously grouped for others. Because of the frequent regroupings, EETEP students see different groups of children on the same day, even though there are essentially no pullout programs.

School 3 -- is a school at what was an airbase. At one time the school served a quite transient population, but that is no longer the case. Population served is primarily middle and lower middle income. School 3 has self-contained classrooms with relatively little pullout of children.

School 4 -- is a 40-year-old school that has been expanded several times; it serves a largely middle and upper middle income population. About half of the school population is from the immediate neighborhood; the other half is bussed in. Teachers are organized in teams and there is some grouping of children. Instruction tends to be quite traditional.

Expected Outcomes

The general project goal, as stated above, is to prepare elementary teachers who differ on several dimensions from those prepared in the regular University of Nebraska-Lincoln program. Essentially, we have said that we would like EETEP students to have higher conceptual level scores and scores that are higher in Bloom's taxonomy, to understand that there are multiple approaches to teaching, and to have more positive attitudes about children's ability to succeed in school; to know more about and be able to teach using a specific teaching strategy (cooperative learning), Bruner's concept of scaffolding, and selected teacher behaviors. Furthermore, we want EETEP students to exhibit higher levels of teaching performance.

Conceptual Level. -- Other researchers have found that changing teachers' conceptual level scores is very difficult (Albertson, 1987). However, because we are convinced that teachers who have a higher level of conceptual functioning than is typical for elementary education students perform in a different manner (Albertson, 1987), we consider it important to attempt to help raise the level at which preservice teachers function. For example, teachers who function at higher conceptual levels encourage more complex cognitive processes, utilize more information to help students think divergently and engage in self-expression, create a variety of learning environments, and demonstrate greater behavioral flexibility (Albertson, 1987). We also are convinced that through extended combinations of classroom and field experiences of the sort that the EETEP provides in which students are asked to describe, analyze, and evaluate those experiences orally as well as in writing those students may achieve higher conceptual level scores -- as well as attain the more traditional objectives of increased knowledge and skill levels.

Intellectual Level. -- Hannah and Michaelis (1977) have developed a structure, level-of-intellect, that is an adaptation and extension of Bloom's taxonomy (Bloom, et al., 1956). The Hannah and Michaelis structure has two levels with each level having five divisions. The first level begins with interpreting and includes comparing, classifying, generalizing, and inferring. The second level is divided into analyzing, synthesizing, hypothesizing, predicting, and evaluating.

Level of Integration. -- In addition to level-of-intellect as described by Hannah and Michaelis, we used a level-of-integration structure developed for scoring daily reports in the University of Nebraska-Lincoln Junior High School Project (Briney, Pettit and Santmire, 1986 -- mimeographed).

Knowledge and Understanding. -- Knowledge and understanding were measured by the end-of-course test in the Human Technologies in Teaching course. This test was given to students in the EETEP first cohort and to a comparison group of junior students in the regular program.

Performance Behaviors. -- Securing appropriate performance behaviors was somewhat more problematic than obtaining information about students' knowledge and understanding. However, we do have some intrepretations of classroom videotapes of EETEP students teaching in the Human Technologies course.

EETEP Planning Committee.

Program planning and project supervision have been the responsibility of the Planning Committee, a thirteen member group with seven representatives from the faculty of the Center for Curriculum and Instruction, a graduate student, one faculty member from Educational Psychology and one from English, two representatives from the Lincoln Public Schools administration, and one person from the Nebraska State Department of Education. The Planning Committee has three subcommittees: Teacher Education, Teacher Educator, and Research.

The Planning Committee meets monthly to receive information, react to recommendations from the staff and subcommittees, and make project decisions. The subcommittees, which also meet monthly or oftener, initiate almost all planning; however, much subcommittee planning is in response to staff experience and recommendations.

First level planning occurs at the subcommittee level; decisions are made by the Planning Committee. Occasionally an issue requiring immediate action comes up at a time when the Planning Committee is scheduled to meet before the relevant subcommittee does. On those occasions the issue comes before the Planning Committee without the prior consideration of the subcommittee.

EETEP has provided special professional opportunities for its students and cooperating teachers. The fifteen colleges and universities in Nebraska that prepare teachers have formed a Consortium for the Improvement of Teacher Education. Each year, this Consortium holds a meeting to which a well-known scholar is invited to give a keynote address. We have invited EETEP students and cooperating teachers to be guests at these meetings. Among the invited speakers have been David Berliner, Lee Shulman, John Goodlad, Heather Weiss and Ernest Washington.

Curriculum Planning Activities

Planning activities for the Early Field Experiences took place in the summer of 1986; those for the Human Technologies in Teaching and the Language and Literature Block, in the summer of 1987; those for the Mathematics, Science, and Social Studies Teaching block, in the summer of 1988.

Early Field Experiences -- Four teachers and a building principal worked with two faculty members and a graduate assistant as the planning team that designed the field experience sequence. Following preliminary planning, the group presented their progress to the Planning Committee. The final document serves as a guide for the two early field experiences.

Human Technologies in Teaching Course. -- Pre-planning for Human Technologies in teaching consisted of preliminary reviews of the child development and educational psychology courses and texts, telephone discussions with David Berliner and Jane Stallings, and administration of a questionnaire related to appropriate content for the course to selected faculty and cooperating teachers. A four-person Lincoln Public Schools team -- two teachers, one coordinator, and one principal -- worked with a faculty member in the detailed development of the course. Each member of the planning group assumed responsibility for developing the preliminary plan for at least one unit of instruction. Members of the group analyzed and made comments on the preliminary plan and it was later revised for inclusion in the course.

Language and Literature Block. -- Three persons from the Lincoln Public Schools -- one coordinator and two teachers -- worked with a faculty member as a planning committee in the development of the Language and Literature Block.

Teaching Mathematics, Natural and Social Sciences in the Elementary School Block and Associated Field Experience. -- Three faculty members pulled together common concepts from these three methods courses and content areas, reduced redundancy, and formulated a plan to correlate the field experiences associated with the present three separate courses. This work continued with cooperative efforts with a principal and a set of teachers.

II. Major Issues, Strategies and Collaboration Approaches

Issue 1: Recruitment of students into EETEP.

The first cohort of students were recruited into the EETEP as first semester sophomores; the second cohort began the program according to the original plan as second semester freshmen. We had intended to continue beginning the program for students at the second semester freshman level. Three problems became apparent with this approach: (1) about half of the freshmen do not take Education 131, Foundations of Education, the course through which we recruit students, until spring semester. This means that we primarily recruited from half of the freshman class; those recruited from spring sections during the first week of the semester must drop and add courses in order to participate in the program. (2) Many students enter Teachers College as transfer students, often from the College of Arts and Sciences during their freshman year. Under the planned recruiting approach, they were in effect eliminated as potential participants. (3) As the program developed, with the exception of Cohort 1, there would be one semester (spring, sophomore year) in which no EETEP activity would take place. The Planning Committee, and teachers and students in the program, expressed concern about such a lapse. The chosen solution to this issue was to begin new cohorts as sophomores rather than second semester freshmen, using both semesters of the freshman year for recruitment, and expanding recruitment to those transfer students who are also at freshman or very early sophomore level.

Issue 2: General Education.

Although the project increased the number of general education hours and limited the options of courses that may be used for general education, Steering Committee members continued to be concerned about the extent to which the project's intent for general education outcomes was being met, and the extent to which these outcomes were, and should be, consistent with the university as a whole. The University of Nebraska-Lincoln does not have a single general education requirement; instead, all colleges and programs can establish their own. Despite an effort by the Chancellor to establish uniform requirements, this has not yet been accomplished. Because the University failed in its attempt to establish uniform requirements, the EETEP Planning Committee elected to revise the list of courses which could be used for general education in EETEP within the original framework. Based on this decision a few minor modifications were made in these requirements.

Issue 3: Major/Minor Fields of Study.

As students began coursework in their major/minor fields of study, problems and issues started to emerge. One problem was that of students who were completing dual endorsement programs in elementary education and either special education or human development. The certification requirements in each of these other two fields are extensive enough that it becomes the student's only other major area of study, which was not the original intent of establishing majors and minors. However, the project has had 3-4 students in each cohort who want dual endorsement, and who are good students, and we are interested in accommodating them. We also recognize that a well-educated dual endorsement person is a valuable asset to a school. As the project gathers outcome data on students, we will pay particular attention to dual-endorsement students, in order to better understand both the benefits and drawbacks of having special education or human development rather than an Arts and Sciences field as a non-elementary education major field of study.

A second issue related to major and minor fields of study had to do with the definition of those fields, and decisions about which courses qualify as part of the field of study. The Planning Committee made two decisions: (1) that majors and minors would be defined as the College of Arts and Sciences defined them, and the same number of hours would be required (estimated 18 hours for a minor; 36 hours for a major), and (2) that no more than 12 hours of a student's General Education coursework can be applied to the major field and no more than 6 hours to each minor field of study. There are some teaching endorsement fields, however, that do not have directly corresponding academic majors or minors; for example, a person can be endorsed in social studies or language arts, which are actually combinations of major/minor fields as defined by Arts and Sciences. Those broad fields may be more appropriate as a field of study for an elementary education major, however. The Planning Committee voted to permit students to adopt these combinations.

Issue 4: Redesigning Methods courses.

One of the major goals of this program was to redesign the methods courses in such a way that they are integrated and provide students with opportunities to apply the content in simulated and real situations. The Language and Literature and the Mathematics, Natural and Social Sciences were organized into two separate blocks.

An issue that has not been completely resolved is the strategy for field experiences to accompany the two semesters of methods courses. Students in the Language and Literature Block are in elementary classrooms two hours per day, five days per week. We have not succeeded, however in tying the concepts and strategies being taught in the methods courses to the ongoing programs in the site classrooms.

Issue 5: Documentation.

The project has documented both process activities, including course development, and outcomes. It also has gathered data on students in order to permit making comparisons at key points in the program and after program completion.

The biggest issue related to documentation facing the project is one of time and resources. EETEP students move through two new field experiences, a new course with an accompanying field experience, two newly redesigned methods blocks with field experiences, an internship, extended general education and major/minor fields of study; all phases of this redesigned program should be documented. All of the faculty in the program are also teaching in the regular elementary education program, however, and there are few resources, beyond the project funding itself, for documentation efforts. Thus, we must find ways to document the program that add the least amount of additional burden to project faculty and teachers as necessary, while at the same time providing useful data for program improvement and project documentation. The Planning Committee and project staff have wrestled with this issue throughout the period of our project.

Issue 6: Collaboration.

EETEP's primary collaborating organizations are the UN-L College of Arts and Sciences and the Lincoln Public Schools. Dr. Ned Hedges, former academic vice chancellor and now with the English Department, serves as a Planning Committee member and as liaison with the College of Arts and Sciences. Most issues that have arisen related to Arts and Sciences have dealt with appropriate courses to meet the perceived general education needs of EETEP students. Dr. Hedges has provided information about such courses as well as actively negotiating with the English Department and with the Associate Dean of Arts and Sciences. In addition to this primary contact with Arts and Sciences, we have had limited discussions with some other departments to arrange for specific courses to be taught. For example, the Mathematics Department for many years has listed a course titled Geometry for Elementary Teachers in which the concepts underlying the geometry taught to elementary school students are covered. This is not a required course, and because of no demand, it has not been taught. We want EETEP students to have it; thus, we have talked with the Chairperson of the Mathematics Department who assures us that if we notify them the year before the course is first needed, they will begin offering it on a regular basis for our students.

We have considered that extensive and active collaboration with the Lincoln Public Schools (LPS) is central to the EETEP. For this reason, we have two persons from the LPS staff (Drs. Marilyn Moore, Associate Superintendent, and Betty Dillon-Peterson, Director of Staff Development) as members of the Planning Committee. They have been instrumental in activities leading up to the various curriculum planning groups as well as in working through the process for securing expressions of interest from elementary schools that serve as field sites.

One of the major forms of substantive collaboration with the schools has been the teams of teachers and administrators who have worked with university faculty to design EETEP courses and field experiences. This summer planning has been critically important to the success of the project, not only because the courses have been better as a result of their work, but because the teachers' involvement has resulted in a much firmer commitment to the program by the individual teachers and the faculties in their buildings. Three examples may illustrate the point.

Four teachers and a building principal worked with two faculty members and a graduate assistant as the planning team that designed the field experience sequence. Although we did not explicitly think about choosing teachers from potential site schools, in fact, as the four teachers and the principal worked with us, each of them became convinced that their school should be one of the site schools, and that they could play a key role in their buildings to help other teachers understand what the project was trying to accomplish and to build commitment to the program. Because the schools were diverse and were among the schools that had expressed interest in becoming site schools, two of the schools represented were chosen for the first cohort. Two others were selected for the second cohort.

Asecond example took place as we were selecting participants for the two summer planning sessions taking place in the summer of 1987. We had agreed that the participants should be from site schools, and that they should be a combination of those who had participated the first summer and new participants. Just before the sessions were to begin, one of the principals (who did not participate the first summer) called and asked if he could join the group; he also specified that he did not want to be paid from project funds, that it would be part of his district-paid summer duty time. The principal was actively involved in reading the research, planning units, and joining in the often spirited discussion of what should be taught in the Human Technologies course.

A third example of collaboration occurred in the preparation for the fall, 1987 semester. At the suggestion of the teachers on the curriculum planning teams, a joint meeting of the two teams (HTT and Language and Literature), the site school principals, the chair of Curriculum and Instruction, the dean of Teachers College, and project staff was held. The purpose of the meeting was to establish a plan for orienting site teachers to the year's activities, including both ongoing field experiences and the new HTT course. The principals agreed to provide time for a two hour meeting, including a luncheon, to take place, in which project teachers from all four site schools could meet together. This time came out of allocated building inservice time during the week before school opened in September. A team of teachers, university faculty, and a principal jointly planned the program.

Collaboration, then, has been comfortable both with the LPS Administration and the faculties and administrators of the four site schools. Each time we have invited them to participate with us, e.g. attend the Berliner lecture and the working luncheon, and each time we have requested that something be done, e.g., evaluate EETEP students, everyone has participated as invited or requested. In fact, two of the principals regularly seek ways for their schools to participate more fully in the program. One principal has indicated that he is prepared to pick up certain program costs, as needed. This has been further validated this fall (11/16/1988) with the assurance that by this principal that teachers will have adequate time, supported by his school, for planning with both faculty members and students in the Teaching Mathematics, Natural and Social Sciences Block.)

In addition to the College of Arts and Sciences and the Lincoln Public Schools, the Nebraska Department of Education has been an active collaborator in the EETEP through participation on the Planning Committee.

One of the more important and perplexing issues of collaboration is how to work most effectively with those elementary education faculty members who are not associated with the EETEP. Any new program is threatening both because it introduces new elements and because its potential impact on one's own life and activities is indefinable. EETEP's ultimate success will depend on the EETEP staff and Planning Committee success in working with all elementary education faculty members.

III. Major Outcomes

Various project data were analyzed in different ways. Where appropriate, statistical comparisons were made of early and late scores for EETEP and comparison groups, as in the case of conceptual level scores. In other instances, a trend analysis was tried, for example, with some of the scores from student journals. However, much of the report is descriptive, either with numbers, as in the case of the transcript analyses, or with narrative, as in the case of the interviews and policy studies.

Project Outcomes

The Extended Elementary Teacher Education Program is focused primarily on the prospective teacher. Because we consider intellectual, knowledge and performance dimensions all to be important to teaching, each is represented by at least one outcome measure.

- **What impact does the University of Nebraska Extended Elementary Teacher Education Program have on selected personal characteristics of prospective teachers?**

Conceptual Level

Analysis of Cohort 1 conceptual level scores showed a non-significant difference for the EETEP students over the period between the end of the first field experience and the end of the Human Technologies in Teaching course (t for correlated samples = 1.69, $p < .07$). Analysis of Cohort 2 conceptual level scores showed no significant differences either between the EETEP and comparison groups or for the EETEP students over the course of the two early field experiences. (Cohoon, 1988)

Intellectual Processes

Journals were scored on three separate intellectual dimensions (1) level of integration, (2) level of intellect, and (3) level of specificity. Level of integration is a developmental measure of how preservice teachers think as they write in their journals. This scale ranges from 1, the most concrete level, to 4, the most abstract. Level of intellect is a hierarchical arrangement of intellectual levels ranging from one to six. Level of specificity is a measure of the amount of detail contained in the journal. Scores range from one, the most general, to four, the most detailed. (Cohoon, 1988)

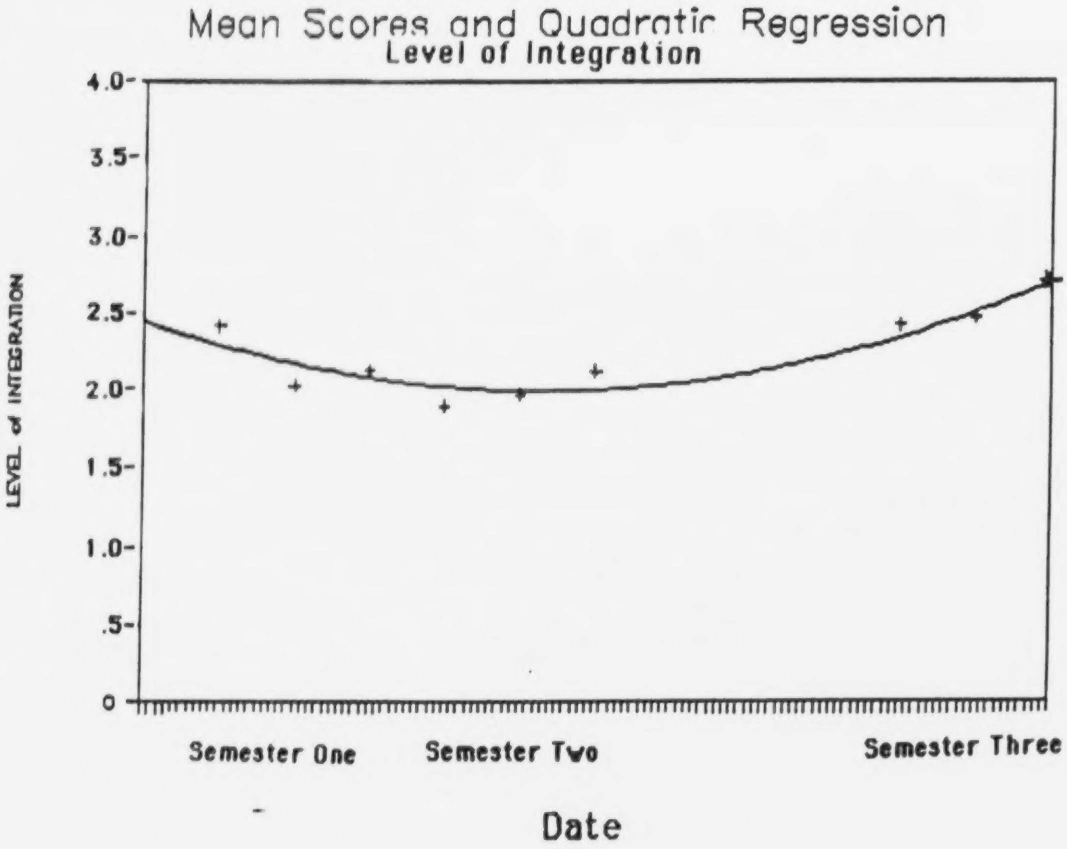
Only a sampling of journal entries was scored. For Cohort 1, the sample consisted of seven daily entries in the first semester, nine in the second semester and seven in the third. Differences among scores on each of the three intellectual dimensions were analyzed using clusters of dates. Clusters were formed by treating the first entry (date) in each semester as the first cluster and then the second three entries and final three entires of the semester as second and third clusters. (These clusters were formed post hoc, that is, they were formed after we reviewed plots of the daily mean scores. Analyses were made of the cluster data and figures were drawn from them after this review.)

Data from Cohort 1 journals were analyzed using regression analysis -- the SAS General Linear Models procedure -- to determine how scores for integration, intellect, and specificity changed over time. For the total group, the quadratic regression was significant for each of the three traits. A pattern indicative of a quadratic model appears in the descriptive patterns for levels of integration, intellect, and specificity as shown in Figures 1, 2, and 3, respectively.

Level of Integration -- Total Group. Cohort 1 students showed a significant change in level of integration during the three semesters that they kept journals, i.e., during the two early field experiences as well as the field experience associated with the Human Technologies in Teaching course. The change in level of integration was significant at the .0001 level over the three semester period.

The pattern of Cohort 1 mean cluster scores over the three semester period is presented in Figure 1. As shown in Figure 1, the mean level of integration for day 1 of the first semester -- just as students were beginning their first field experience -- was high, above 2.4. The mean score for the second cluster dropped substantially -- to 2.1; for the final cluster of the first semester the mean score remained about the same as for the second cluster, approximately 2.1. At the beginning of the second semester (day 1, or the first cluster of the semester) the mean score for level of integration dropped sharply (from 2.1 to 1.9) from what it had been in the final cluster of the first semester; it then increased for each of the final two clusters. Between the final cluster of the second semester and the first day (cluster) of the third semester, when the students were beginning the Human Technologies in Teaching course with its associated third semester of field experience, the mean level of integration score returned to what it had been at the beginning

Figure 1


Mean Scores and Quadratic Regression
Level of Integration
LEVEL of INTEGRATION
4.0
3.5
3.0
2.5
2.0
1.5
1.0
.5
0
Semester One
Semester Two
Semester Three
Date

of the first field experience -- slightly above 2.4. In the second and third clusters of the third semester, level of integration mean scores continued to climb -- from 2.43 to 2.49 to 2.65.

Our interpretation of the three semester pattern of level of integration mean scores is that students coming into the program have a rather clear, idealized notion of what teaching is all about, i.e., it is what they remember from their own elementary school experience. It is this idealized version that students perceive when they first enter the classroom. During the next few days in the classrrom, they begin to see that teaching and teacher relationships with children are somewhat different from what they had remembered or understood them to be. This is a disequilibrating experience and is reflected by the drop in level of integration scores. As the students' new picture begins to stabilize during the semester, level of integration scores rise.

At the start of the second semester, when the students transfer to a new school and a new teacher where things are different from both their own memory of what elementary school was like and their first semester field experience, their image of teaching and school is destabilized again. This results in a further decrease in the level of integration score. During the second semester, as during the first semester, students begin to rationalize their versions of teaching that now are a part of their image structure and to form their own, somewhat independent notion of what teaching should be. Again, this rationalization is reflect in their higher level of integration scores.

Probably in part because of their greater experience with different views of teaching and in part because cooperative learning is taught to them as a specific teaching strategy before they are asked to use it, student journals indicate an increase rather than a decrease in level of integration at the beginning of the third semester. Further progress is made on this developing, personal version of teaching during the third semester. Once again, this progress is reflected in rising level of integration scores.

Level of Intellect. Cohort 1 students showed a significant change (.05) in level of intellect scores, for clusters of entries, during the three semesters that they kept journals, i.e., during the two early field experiences and the field experience associated with the Human Technologies in Teaching course.

Level of intellect scores remained relatively stable throughout the first two semesters of field experiences. The mean for the first cluster (day) was the highest for these two semesters (2.63); the low mean score of 2.43 was reached in the second cluster of the second semester. The real change in mean level of intellect scores occurred during the Human Technologies in Teaching semester. The mean score for the first cluster (day) of the third semester was 2.63; the second cluster mean score was 2.80; and the third was 3.28. (See Figure 2.)

Level of Specificity. Cohort 1 students showed a significant change (.04) in level of specificity scores, for clusters of entries, during the three semesters that they kept journals, i.e., during the two early field experiences and the field experience associated with the Human Technologies in Teaching. Level of specificity socres did not change greatly from one semester to the next; however, they did follow a pattern corresponding to a quadratic model. (See Figure 3.)

The above presentation related to levels of integration, intellect and specificity seems to assume a straightforward, before-the-fact statistical design. That assumption, of course, was not met. Because the clusters were formed and the figures drawn post hoc, both the analysis and the discussion of the data are soft. In order for them to be justified, further research will be required.

Although the data collection points and the manner of analysis were different for Cohort 2 and Cohort 1, students in Cohort 2 also made significant changes in their level of integration, level of

Figure 2

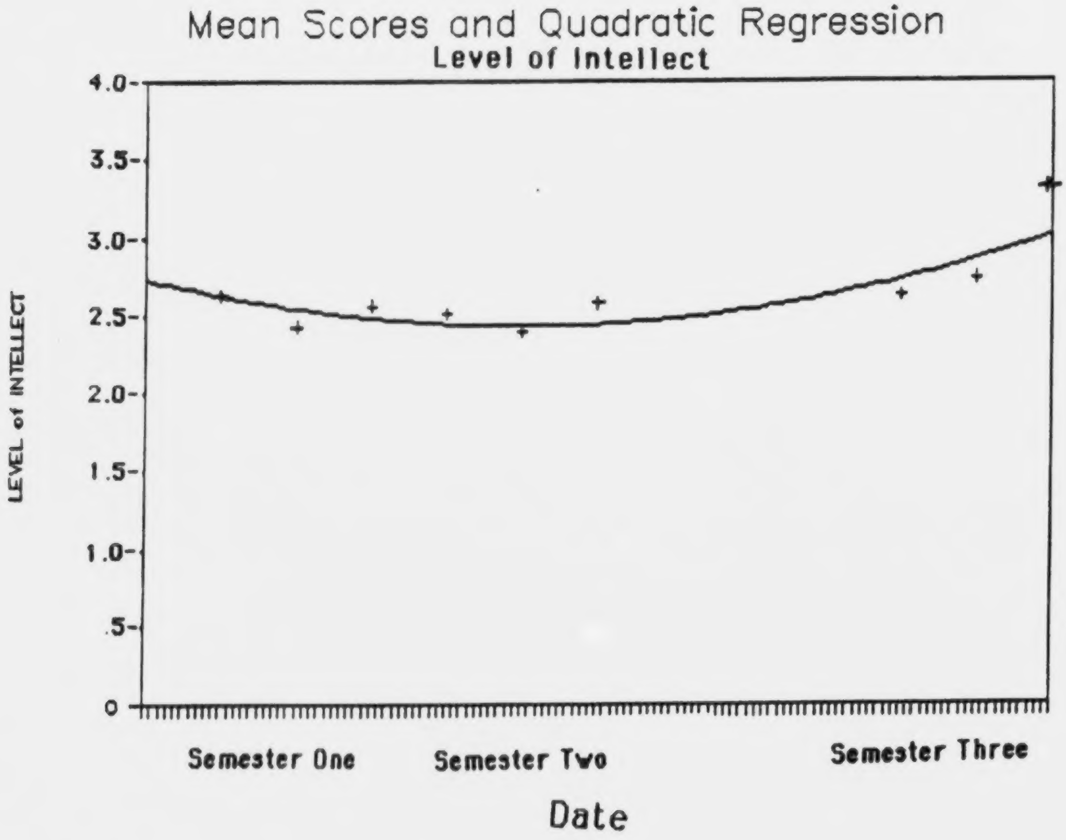
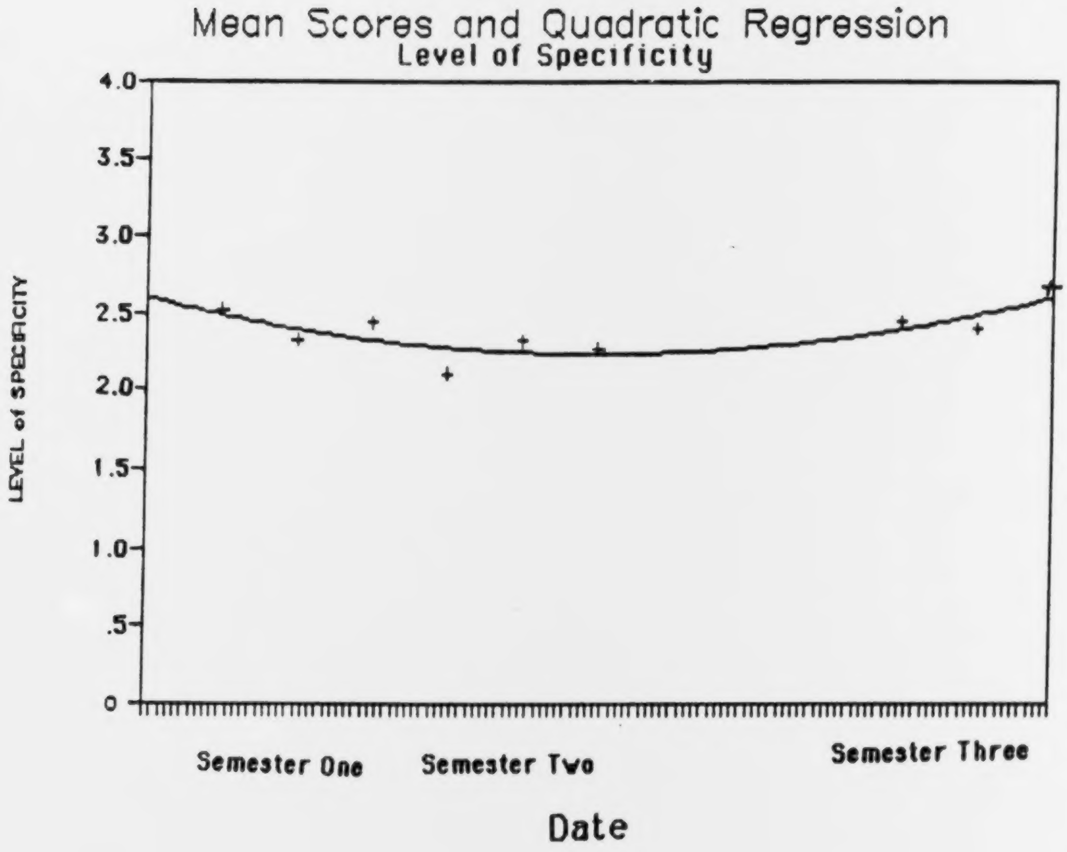

Mean Scores and Quadratic Regression
Level of Intellect
4.0
3.5
3.0
2.5
2.0
1.5
1.0
.5
0
LEVEL of INTELLECT
Semester One
Semester Two
Semester Three
Date

Figure 3


Mean Scores and Quadratic Regression
Level of Specificity
4.0
3.5
3.0
2.5
2.0
1.5
1.0
.5
0
LEVEL of SPECIFICITY
Semester One
Semester Two
Semester Three
Date

intellect, and level of specificity scores over the two semesters of their early field experiences. (Cohoon, 1988)

- **What impact does the University of Nebraska Extended Elementary Teacher Education Program have, at the end of student's second year in the program, on selected items of the prospective teacher's professional knowledge and performance?**

The information in this section related to the prospective teacher's knowledge is from the final examination for Human Technologies in Teaching (HTT); that for performance is from videotapes and analytic papers of EETEP students in the HTT course.

Knowledge and Understanding.

The final examination for the HTT has both multiple choice and essay questions. Questions on the multiple choice portion were scored as correct or incorrect; questions on the essay portion were analyzed both qualitatively and quantitatively.

Multiple Choice Portion of Human Technologies in Teaching Final Examination --As indicated above, the final examination for the Human Technologies course contains questions from (1) cooperative learning, (2) classroom management, (3) development and Bruner's concept of scaffolding, (4) wait-time, and (5) feedback. The test contains five parts drawn from these areas. The cooperative learning part has 50 points possible, classroom management -- 36, development and scaffolding -- 16, wait-time -- 10, and feedback -- 10. Table 1 shows the mean scores for the experimental and control groups; Table 2 gives the analysis of variance for the data.

Table 1

Mean Scores, Total Test and Subtests, for EETEP Cohort 1 and Comparison Group on Multiple Choice Portion of Human Technologies in Teaching Final Examination

Group	Total Test	Cooperative Learning	Classroom Management	Development/ Scaffolding	Wait-Time	Feedback
EETEP	105.77	43.85	28.69	14.38	8.08	9.00
Comparison	84.15	32.08	24.69	11.54	7.15	7.23

Table 2

Analysis of Variance for Total Test and Subtests for EETEP Cohort 1 and Comparison Group on Mutltiple Choice Portion of Human Technologies in Teaching Final Examination

Group	Total Test	Cooperative Learning	Classroom Management	Development/ Scaffolding	Wait-Time	Feedback
F Value	104.42	104.58	10.00	52.63	4.08	24.05
df	1	1	1	1	1	1
PR > F	.0001	.0001	.0042	.0004	.0548	.0001

As indicated in Table 1, the experimental group mean exceeded the control group on each section of the test as well as on total score. Furthermore, as shown in Table 2, the differences for the total test and four of the five subtests were statistically significant. Only on wait-time did the difference fail to achieve significance.

The results shown in Tables 1 and 2 should have been expected, because the Human Technologies in Teaching course instructors based the examination that was given to the EETEP and comparison groups on the content of the Human Technologies in Teaching course. However, this result also gives credence to the faculty and teacher surveys which showed that the content taught in the Human Technologies in Teaching course is not covered in the regular methods courses.

Essay Portion of Human Technologies in Teaching Final Examination. -- Both the EETEP Cohort 1 students who completed the HTT course and a comparison group of junior students in a methods course completed essay questions as well as the multiple choice portion of the HTT final examination.

For the essay portion of the final examination, students were given choices among classroom situations and were asked to plan a demonstration lesson for the situation they selected. The student was to report . . ."(a) what information you would want to have about the class, (b) what you will try to accomplish in the lesson, (c) what teaching strategy you will use, (d) what activities you will have the class do, (e) what your role as the teacher will be and what issues you will be especially alert to, (f) how long the lesson that you have planned likely will require, (g) what criteria you will use for judging the success of your lesson, and (h) how you will determine whether the students have achieved what you wanted to achieve."

A sample question is as follows: "There are twenty-two students -- eleven girls and eleven boys -- in this racially mixed class of fifth graders, some of whom prefer not to sit by certain other students. You have been asked to introduce the class to long division in which the remainder is treated as a decimal and is rounded off to the nearest tenth." (**Alternative classroom situations included different grade levels, content areas, tasks, and student characteristics.**)

Data for the essay examination reveal a few similarities and several major differences between EETEP and comparison group student responses. Similarities between the groups include amount of contextual information requested in response to "a" and the knowledge outcomes required for judging lesson (g) and student (h) success.

Major differences between the groups appear for information requested about individual students (three times as many items of information were requested by EETEP as by comparison group students); number of lesson objectives (twice as many by EETEP students); number of class activities (two-and-a half times as many by EETEP); specific recommendations for teacher role (two-and-a-half times as many by EETEP students); and social outcomes judged necessary for lesson and student success.

Perhaps more important than the numbers of separate items listed by members of the EETEP and comparison groups is the "tying together" that occurred in the EETEP lesson plans, the best example of which is in the responses to the "class activities" question. In these responses, nine of the ten EETEP students listed two or more class activities and in each instance, the activities had a clear, explicit sequence. In the comparison group, 2/3 of the students listed two or more activities, but in only four instances were the activities clearly sequential; that is, the activities listed appeared to have no particular relation to each other. For example, an EETEP student, who had not had any methods classes, answered part "d" "what activities you will have the class do" in this manner: "I would be trying to get the students to recognize that different types of story problems use different processes to solve them. To do this, we would review each process together and look at their differences and when each process is appropriate for a problem. When we have gone over that thoroughly, they would be assigned cooperative learning groups of 3 using a mix of ability, sex, and socio-economic class. Their activity would be to identify as a group what process to use in several story problems given them and to use that process to get the correct answer. . . When the group time is over, we will need to extensively process what went on. I would randomly call on individuals to ask what process their group used, why they used it and what answer they got. We would also process the social criteria and I would both ask them how they did and report my observations. We would then talk about goals to strive for. For closure, I would sum up what we did today and go over the processes by asking the stuents questions to check their understanding. Then they would do their individual quiz with 3 problems on it exactly like those they did in groups but using different numbers." A comparable student in the regular program, who was just completing her mathematics and several other methods classes, responded. "To begin the lesson I would first give them things they can manipulate along with a story problem. I would bring marbles, toothpicks, etc. Eventually I would have them use drawings to solve the problem and gradually make them figure the problem out individually." Another student in the regular program wrote, "I would have objects and word problems on a sheet for each of the students. Then I would take them through the steps."

Even more important than the tying together within a subquestion, however, was the degree to which EETEP students systematically their plans across the total response. Most students, for instance, deliberately used the information they requested about the class members in further planning of the lesson, and their lessons showed a consistent flow from strategy to activities to the teachers role, etc.

Performance

Performance judgments were derived from videotapes of one of the final two teaching experiences of Cohort 1 students in the Human Technologies in Teaching course. These videotapes were viewed in relation to the analytic papers students wrote of their plans and tapes. A combination of key points in the analytic papers, with reference to their videotapes, of three Cohort 1 students are summarized below to indicate the use they made in their lessons and in their of their videotapes of scaffolding, wait time, classroom monitoring and various cooperative learning functions. Student 1 taught a lesson on paragraphs to a fifth grade class; Student 2, a lesson on the use of telephone directories to a second grade class; Student 3, a lesson on forming plurals from words ending in f to a fourth grade class.

The lesson on paragraphs that Student 1 reported was the second of two lessons on this topic. She already knew approximately what the students knew about paragraphs from the first lesson. She used this information as the basis for a review (a scaffold) at the beginning of the second lesson and then used that information to move to more advanced knowledge, that of finding their own topic and posing questions. This shows on the videotape. Wait time was used, and is apparent, particularly in the end-of-lesson processing. In some instances, Student 1 would ask a question and then try to clarify it before a student was ready to respond; however, she recognized this in her lesson analysis.

Student 1 exhibited instances of good classroom monitoring and some of failure to do so, as when she stood with her back to the class when she was at the chalkboard. Here again, however, she found this on her videotape herself, but also noted that the students were paying attention and no problems arose.

Student 1 used all aspects of cooperative learning effectively, moving systematically from establishing both academic and collaborative objectives, the latter somewhat belatedly, to assigning the students to heterogeneous groups, to other aspects of cooperative learning and finally to processing and closing of the lesson. She showed excellent focus on each of the major instructional issues dealt with in the HTT class.

Student 2 also reported the second of two lessons, one on the use of telephone directories. She used both her awareness that most of the second graders in this particular classroom were in the early concrete stage and her knowledge of how much they already knew about telephone directories as the basis for scaffolding her lesson. She began with what they knew and then worked step by step with them by giving them a particular number to find, then helping them move through the book to find the page and the telephone number. She also arranged the four telephone numbers they were to look up in alphabetical order so that the task would be easier. All of this is reported in her paper and most of it is apparent on the videotape.

Student 2 did not exhibit wait time very explicitly. Following a question, she would wait until students answered, but she did not wait prior to asking a question nor did she ask the sorts of questions that create pauses for students. She also had difficulty remembering to position herself so that she could see the entire classroom when she was working with an individual student. In both of these instances, however, she recognized the difficulty herself.

Student 2 followed the cooperative learning teaching strategy systematically from the establishing of academic and social objectives with her students and assigning them to heterogeneous groups -- pairs, except in one instance where she had to have three -- to structuring positive goal interdependence and individual accountability (individual worksheets) to providing closure to the lesson. Again, all of these steps are readily identifiable on Student 2's videotape.

Like students 1 and 2, Student 3 reported the second lesson in a pair, teaching students how to change words ending in f to the plural form. She provided for heterogeneous grouping by using scores on a pre-quiz. Although she tried to build from the students' already existing knowledge, this portion of the lesson was confusing. It seems doubtful if the students understood clearly how changing words ending in f related to what they had already learned about forming plurals.

Student 3 seldom used wait time in her teaching, a fact that she became aware of while watching her videotape. "The best way I can think of to solve this problem would be to count to six. I would count to six because I know that I would count faster when I'm teaching."

Although Student 3 positioned herself well during the time the cooperative learning groups were working, she did have a tendency to turn her back to much of the class and focus on a single student or group when someone asked a question. However, she also became aware of this during her review of the videotape and discussed it in her report.

Student 3 used many of the steps in the cooperative learning strategy, but not in a completely orderly a fashion. Both the lesson introduction and closure were abbreviated. Neither lesson content nor cooperative behaviors was processed thoroughly. Although students were identified by quiz scores and assigned heterogeneously to groups, it is not clear that Student 3 used this information in assigning roles within groups or that she was aware of it as she monitored the group activity. Student 3 progressed between her initial teaching and the final lesson.

Project Implementation

We organized our thinking about project implementation around five principal questions: (1) What effect does the EETEP have on student selection of courses as related to the change in general education requirements? (2) What is the instructional content in the three courses and blocks of courses explicitly designed for the EETEP? (3) How do students experience the EETEP? (4) How did various key persons in (a) Teachers College and (b) Lincoln Public Schools experience the EETEP? (5) What policies were in effect in 1985 at the University and in the Lincoln Public Schools that affected the initiation of the EETEP? Thus, the discussion of program implementation is organized around these five questions.

It must be noted that, as with outcomes, project implementation is in midcourse. During this semester, first semester 1988-89, Cohort 1 students are enrolled in the Language and Literature Block. They still must complete their Teaching Mathematics, Natural and Social Sciences Block as well as their internship, general education, and major/minor requirements. In addition, most students will complete other graduate courses. Thus, implementation still poses a number of unresolved questions and issues.

- **As revealed in student transcripts, what effect does the EETEP have on selection of courses by elementary education students in the first three years of their program?**

Program planners and evaluators often wonder whether reality approaches intentions. Thus, even though EETEP planners constructed course requirements that differed from the regular program, we were not certain how these planned differences would be revealed in courses actually completed. In order to answer this question, a transcript analysis was completed for the 10 EETEP students who remained in the program at the end of second semester 1987-88 and a group of ten students in the regular program who had similar grades and ACT scores.

In many fields and specific courses, EETEP students and students in the regular program had completed similar enrollments by the end of the junior year. In some instances, these were specific requirements of all elementary education students, for example the art elements, educational foundations, human development, educational psychology, mathematics, music and physical education courses (20 semester hours for each student). In other instances, these courses simply filled general education requirements, for example art history, biological science, chemistry, composition, foreign language, physics, political science, psychology, sociology, speech, and theatre (approximately 25 semester hours per student).

Although the similarities in courses completed between EETEP and regular elementary education students are important, even more important are the differences between courses completed, for the differences indicate whether, by the end of the junior year, EETEP and regular program students have actually taken different courses, and, hence, are having different academic experiences.

Several major differences in Arts and Sciences courses completed were found between EETEP and regular program students. Although, because of program requirements, these differences were anticipated, they do reveal divergent programs. A typical EETEP student, for instance, had completed one course in geography, one in geology and two in history by the end of the junior year; the typical student in the regular program had completed one course in either geology or geography and one in history. On the average, EETEP students had completed two courses in composition and four in literature; on the average, students in the regular program had completed one course in composition and one in literature. These differences exist because of EETEP's higher general education requirements and the fact that the program also requires either a major emphasis or two minors in addition to their major in elementary education.

Differences also existed in the professional education program courses completed by the end of the junior year. Essentially, the differences were between methods and field experience courses. EETEP students have completed six semester hours of field experience as well as Human Technologies in Teaching, but no methods courses; regular program students have completed two semester hours of field experience and, on the average, more than fourteen hours of methods courses. When EETEP students have completed all of their methods courses, they also will have completed a total of approximately twelve semester hours of field experience; when regular program students have completed all of their methods courses, they still will have completed only two semester hours of field experience, plus some directed field experience connected with some of the methods courses.

• As revealed in their journals or papers, how do students experience the processes of the EETEP, including the early field experience, cooperative learning, managing a classroom, and planning a lesson adapted to children's development and level of content knowledge?

James Roach, a doctoral student in education who is completing a dissertation that involves extensive ethnographic techniques, read, holistically, the Cohort 1 student journals from the first two semesters of early field experience. He then prepared a report about his interpretation of the journals.

According to Roach, "The ability of each student to express themselves in writing varied at first but by the end of the second journal keeping period, they all had gotten into their own comfortable and identifiable style of expression." He then adds that a comparison of the first few pages with the last few pages of each journal reveals substantial difference in expression, with the perspective moving from observer to participant. "At the start . . . (are statements) . . . about they and them and she and him; first person opinion runs rampant; people are described like inanimate objects; great details about shapes, colors, sizes and the like are recorded. At the end you have nearly total expression of feelings, hurts, losses, joy, pride, love, hate, concern; you have inanimate objects (such as buildings) now taking on personal attributes."

According to Roach, the most obvious change in EETEP students is the move from observer or uninvolved critic to participant. "There were two striking attitude changes . . . that impressed me." The first of these changes was that as the year went on "the cooperating teachers seemed to get a lot smarter." By the end of the two semesters "respect and understanding sometimes verging on 'awe'" has begun to emerge. "That does not mean to say that the students are 100% in agreement with methods and styles they are observing in the cooperating teachers rather they are recognizing different ways of doing things than their own. And most important they have learned to 'allow' and value the cooperating teacher's classroom style and methods."

The second change that Roach noted was growing respect for UNL faculty. Roach indicates that there are signs of fear of (the program director). He is viewed as "demanding, difficult, hard to understand, not organized, too organized." By the end of the journals, most of the students viewed EETEP as a team. This team includes (the program director), not only as an authority figure, but as a team player.

Another issue where Roach noted growth among EETEP students was in relationships with each other. In one specific set of journals, a professional colleague relationship appears to be developing. "What we have going on with these two students by the end of the journals is professional peer support; and it does not just happen all at once. Each student begins to acknowledge the talents of the other and to recognize and value those gifts. This relationship is not unlike the one students have developed with the cooperating teachers - respect, appreciation and a sense of being a team."

Finally, Roach noted changes in attitudes toward students and their parents. Preservice teachers seemed to have at least 40 to 50 close friends. "What comes through in the journals very clearly is the movement from the students as 'them' to Sue, Bruce, Billy, Mary with individual personalities, backgrounds, who have different needs and abilities. Too, early in the journals there is almost a critical attitude toward either the school, the neighborhood or the parents. If the school, the neighborhood or the parents would get their act together then these kids wouldn't have so many problems. . . Even at the end of the journals there are questions about family settings and community situations but they are now a part of the picture that includes the (preservice) teacher doing what she can to change those things yet recognizing the limitations a teacher has in making those changes."

- **How did various key persons in Teachers College and the Lincoln Public Schools experience the initiation and implementation of the University of Nebraska EETEP?**

Two interview studies were completed by persons outside the EETEP staff to determine how key persons in Teachers College and the Lincoln Public Schools experienced the initiation and implementation of the Extended Elementary Teacher Education Program. Both researchers, James Roach, a doctoral student at the University of Nebraska, and Leslie Thompson, a teacher in the Lincoln Public Schools, were given categorically organized lists of names from which they selected randomly, except for persons occupying certain key positions. They were instructed to keep the details of all interviews, including who was interviewed, confidential, except where only one person occupies a given role, e.g., the dean of Teachers College. In those instances, the researchers were instructed not to attribute a statement or idea to that person/role without explicit permission to do so.

Interviews with University Administrators, Faculty, and Students. From a list of forty-three names Roach interviewed seven students (three from Cohort 1, three from Cohort 2, and one former student-participant), and thirteen members of the faculty and administration of Teachers College. Everyone with whom an interview was requested complied with the request.

In his report, Roach indicated that he permitted interviewees to talk about whatever they wanted to discuss. At first, some of what they said seemed tangential, but when the same topics came up repeatedly, it became clear that these were not tangents but subjects closely connected to the process of EETEP's development.

Students in Cohorts 1 and 2 were in substantial agreement in their responses to interview questions, differing only in response to how they had been involved in program planning. Even on this question, they all reported being involved in various ways, including influencing decisions about their field assignments. Cohort 1 students also referred to themselves as guinea pigs, but not in a negative sense. All students exhibited pride in their program, but "there was a special tone to cohort one students' expression that marked them as somehow 'being leaders', 'breaking ground', . . . 'never being bored because you never know what is going to happen -- for sure.'" One student said "I have a friend who says she gets tired of me going on about what we are doing. She is just jealous." Cohort 2 students did not make similar statements; they seemed to have more of a feeling of an in-place structure than did Cohort 1 students.

Students commented that their opinions were sought, but they didn't know how seriously their comments were taken. They were fairly consistent in describing the program as one in which they would be better prepared to teach. Some suggested that EETEP should be the preferred program for future teachers. According to Roach, "What was a little more interesting is that both students (who were asked about their sources of information about the regular program) have talked with former home town teachers and principals about EETEP. The feedback from the latter group was very positive and gave a sense that they were indeed in a superior Teacher Education program."

Roach stated that no students volunteered comments about the program's five-year requirement before certification. (The three non-EETEP faculty felt that it was going to be a burden.) When he raised the issue, two of the six students agreed that an additional year might be a financial burden but it was not going to stop them. They seemed to feel that the time and costs are normal for what they are receiving.

Students view the cohort system as an important aspect of EETEP. They have a strong sense of togetherness. "Some of my friends think it is cliquish; I guess it is but we have so much in common that it is hard not to feel like a family." "The University is too big; normal classes are too big; my cohort is just right."

Students spoke positively about their early classroom experiences, including taping, viewing and discussing the classroom experience with faculty and peers. "At first it was uncomfortable, but it's simple now." At least some of the students intend to continue their journaling, and, when possible, the videotaping. "Now I can't imagine not doing those sorts of things and I wonder why everyone doesn't do it."

Students feel that the elementary school classes they serve in are affected by their presence -- additional help for the teacher, working with children, and providing opportunities for the teacher to try new ideas. One student emphasized the importance of the variety of experiences in EETEP. "I cannot imagine teaching for eight or nine weeks in one Lincoln Public School classroom and then going out into the real world. We are able to see a mixture of students as well as different teaching methods being used by different teachers."

Most of the students referred to the requirements of the EETEP course work compared with the regular program. "My friends in Teachers College don't have half the work I do." "Sometimes, like last week (final examination period) I wish there wasn't so much to do." Despite the work, or possibly because of it, students seem to feel a bond with EETEP faculty. ". . . really cares about us. They all do. . . " "I just can't believe the amount of time they spend on us."

The Dean of Teachers College and the Chair of Curriculum and Instruction both think that EETEP is important to the College and the Center. Innovation, according the them, can create difficulty among staff and EETEP has created some anxiety. Anxiety can be heightened when those sponsoring innovation are outsiders, and some of the EETEP staff members are seen as outsiders to the elementary education program. The dean and department chair see the anxiety reducing, however, as some faculty begin to feel more comfortable with differing perspectives. They also feel that some EETEP ideas are beginning to filter into the regular program.

When asked about the cost and future of EETEP, neither the dean nor the department chair expressed concern about the termination of OERI funding, because the major cost of the program is faculty involvement, which is not paid for by OERI. What could stop the program, according to the dean, would be ". . . the loss of (the project director). This is the reason the cadre (of faculty in EETEP) must grow." The chair's analysis paralleled that of the dean.

Roach interviewed essentially two groups of faculty, eight who had been involved with EETEP and two who had no connection with it. Those who have worked with EETEP view it as being experimental in nature, an alternative to the regular program, and as a way of getting the student more practical, on-site experience. "EETEP is not going to take over the regular program . . . it is an alternative, separate program that has different methods. It needs to be kept small." "We are a research institution and this is the sort of experimentation we should be undertaking."

Both of the non-involved faculty raised questions about what was being promised the EETEP students. They suggested that students are being promised that they will be better prepared and therefore more employable. "That's a lie. You can't make those promises. We have no way of knowing; we have no proof; we haven't run an experiment that would prove such statements."

All faculty interviewed had the clear feeling that the additional year will allow EETEP time to give additional preparation -- "more hands on, in the classroom and variety" of experiences. "When I asked if this will make for a better teacher I got some interesting responses bordering on indignant. 'Of course. You don't add a year expecting to produce less quality!' 'All of the professions are doing it (adding a year for a professional degree). Why should teachers be any different?'" Although generally, there was a feeling that we won't really know until the first cohort is in the field, one person who is helping prepare the second methods block said that "the EETEP students are at a higher or different level than the students in the regular program." One of the faculty members, not in Teachers College, said that he had two EETEP students in one of his courses,". . . they have a depth and maturity that sets them apart from other education majors that I see and I find I treat them differently. They are convinced, confident and have a pride in what they are doing." He continued by saying that he was impressed with their enthusiasm and excitement about teaching. "One (of the EETEP students) knows that she is special; she really is proud of what she is doing. . . almost too proud. But we can deal with that later! It is so refreshing to see someone excited about teaching and wanting to do a good job."

For one of the uninvolved persons, "I ticked off what I understood was going on in the way of innovative things: cohorts, taping, journals, variety of teaching settings, general education courses, early and substantive involvement in the classroom. 'Those are all worthwhile projects, but how can we do them in the regular program - we have too many students; the time it would take would be unthinkable. We have talked about a lot of those things and maybe we will find a way to do them.'"

The more involved those interviewed were in the program, the better their feeling about the level of communication from and with the project. One of the uninvolved said, "I need to know what is going on and if I disagree, have a chance to say so." Faculty members who have not been involved directly with EETEP indicated that they knew little about EETEP. "I don't know what they do - it is all a secret I think." (This same individual said that he had been asked for input into general education courses.) "It took us a year to get someone to tell us about the program . . . and she was very helpful." "No other reports about it except from students." Another of the uninvolved said, "If I really wanted to know about EETEP I could find out. No one is trying to hide anything." Another image from faculty who were not involved was elitism -- a five-year, Holmes-like program.

One important index of a program's meaning is the effect that people perceive that it has on them. Roach stated that "The general thrust of the response to this question was that it was a new, refreshing, exciting, challenging program that brought life into their professional and personal existence." As quoted by Roach, one faculty member said, "When you journey out on your own you are less likely to have new ideas. EETEP has been a source of inspiration and new ideas for me." Another one stated, "I want Teachers College to be on the cutting edge of new and better programs. EETEP is that sort of program." And, from a little different perspective, one faculty member commented on how the cooperative efforts in EETEP might have a positive effect on students. "There has been good collegiality; cooperation among faculty; cooperation between faculty, students and counselors; all of this is good modeling for future teachers."

Interviews with Lincoln Public School Teachers and Administrators. Thompson interviewed four administrators (a consultant, the associate superintendent, and two principals) and eleven teachers. Involvement of those interviewed ranged from nothing more than being a teacher in one of the buildings where EETEP students were assigned to being a member of the initial planning committee to set the goals and do the broad planning for the EETEP. Three teachers had never been directly involved with the program, three teachers and one principal had worked with EETEP students for one semester, one teacher was involved with the program for two semesters, and four teachers and one principal were involved with the program for all three semesters, including

Human Technologies in Teaching, that EETEP students have worked in classrooms. Six of those interviewed by Thompson have helped in planning one or more aspects of the EETEP.

Teachers described the EETEP as being a five-year teacher education program that emphasized early field experiences; administrators added to this description that the program is research-based, bridges theory and practice, and that students are helped to interpret their involvement in the classroom. Both teachers and administrators supported the early and more extensive involvement as helping students become better prepared to teach. Teachers and administrators reported that through the early and intensive involvement of EETEP students in the classroom, something significant and positive is being accomplished in teacher education. The levels of commitment, ability, and responsibility are felt to be much higher for EETEP students than for students in the regular teacher education program at the University. Thompson also reported, however, that whether EETEP produces added commitment in students is an open question; perhaps the program simply enrolls students who already are more committed to teaching.

Cooperating teachers felt that EETEP students gain a variety of insights about teaching, grow in their understanding of children, and learn about such practical aspects of teaching as in-depth planning and the logistics of moving children and organizing supplies. They have to "grapple with problems not normally thought about until they are teaching." As a result of this struggling, teachers perceive that EETEP students gain in self-confidence and poise.

Thompson stated that school personnel made it clear that outgrowths of the EETEP are benefits to the elementary school children, and to the teachers themselves. Children were said to benefit from different teaching styles and involvement with additional, positive adult role-models, as well as with an improved teacher student ratio that allowed for more individual attention and tutoring. Eight of the eleven teachers noted benefits to teachers. EETEP students were viewed as positive and enthusiastic and having fresh ideas. One teacher said, "Even the hermits began crawling out of their holes to show interest in the program." One principal and one teacher said that EETEP students "are learning to ask better questions, therefore teachers are required to answer better."

Although teachers and administrators view EETEP as having major benefits, they also recognize problems in the program. The program "has many loose ends and (lacks) consistency in teacher expectation," according to one principal. Teachers express frustration about an unclear job description. Particular frustration was expressed about what was expected of them in working with students in the Human Technologies in Teaching course.

A final concern on the part of the school personnel is program cost. EETEP is viewed as a labor intensive program that the University may not be able to afford. According to Thompson, "The only negative comment one teacher could make about EETEP was 'disappointment and frustration: that the cost of the program would not allow it to continue.'"

Lincoln Public School Administrators view EETEP as a good model of collaboration. They reported that the University requested and respected school input in developing the program. "The University has bent over backwards to include Lincoln Public Schools' teachers and administrators in planning" coursework. Administrators also felt that the University has adjusted the program well as suggestions were made by teachers and others.

Thompson reported that school officials question the University's commitment to the program. They wonder whether the desire to collaborate extends beyond the small group of faculty working directly with the EETEP. They also wonder about teacher commitment. EETEP requires more effort by University faculty; it also requires more time from classroom teachers. Will the present intense interest continue? One principal suggested that a staff member in each building should be assigned as liaison between the University and the school.

Thompson concluded by saying, "EETEP is viewed as a program that 'sounds impressive' in what it is attempting to do. As a model, it is 'thoughtful, analytical, innovative, research-based, collaborative and cooperative.' As a result, EETEP students are seen as being 'more thoughtful and analytical who have better skills earlier.' . . . While problems with communication and the expectancies of cooperating teachers have been areas of concern, cooperation between the two institutions can be improved by increasing the amount of time cooperating teachers spend with university faculty learning about the program."

- **What policies were in effect in 1985 at the University of Nebraska-Lincoln, in Teachers College, and in the Department of Curriculum and Instruction, as well as in the Lincoln Public Schools, that related to the initiation and implementation of new programs of instruction and research and what effect did these policies have on the origins of the EETEP?**

The researcher reviewed pertinent documents and interviewed both University and Lincoln Public School policymakers as well as those responsible for developing the Extended Elementary Teacher Education Program, as the basis for considering policies that either facilitate or hinder the initiation of new, university-based teacher education programs. Explicitly, England interviewed the UNL academic vice chancellor, the Teachers College dean, the chairperson of Curriculum and Instruction, the Associate Superintendent of the Lincoln Public Schools, and the EETEP project director.

In her reviews and interviews, England exmined the fundamental question as to whether policies were in effect in 1985, at the various organization/administrative levels of the UNL, for which a desired outcome would be the initiation and implementation of an innovative instructional program -- with related research -- such as the EETEP. (Although, as England points out, EETEP refers only to the preservice component within a larger program that also includes a teacher educator program and related research activities, EETEP will be used in this portion of the report to refer to the total, three-component program. The total program is important here because the research about EETEP constitutes a major portion of the research being conducted by some EETEP faculty members. Thus EETEP is not just a modified instructional program, as it might be in an Arts and Sciences or an Engineering department; it is instead a major new program of teaching and research.) All three levels of organization (department, college and university) were studied because the mission and by-laws of successively higher levels in the structure affect both the mission and activities of lower levels. One of the critical policy decisions made at higher levels is who makes what decisions. Sometimes the choices that lower levels can make are spelled out in by-laws; sometimes the choices permitted are administratively determined.

The UNL Mission Statement describes the traditional three functions assigned to all Land Grant Universities -- teaching, research, and service. All academic units within the University are expected to participate in each of these functions. UNL Bylaws establish four official bodies with authority over new program development. (1) The Academic Planning Committee recommends goals in the areas of education, research and extension, procedures for studying and evaluating new and existing programs, and assessing resources needed to meet goals as well as judging whether or not they are available. (2) The Teaching Council was formed to encourage and support the improvement of instruction and learning. (3) The Research Council is intended to encourage the development of research throughout UNL. (4) The Curriculum Committee reviews and approves proposals for course additions, changes and deletions. Even though these bodies are described explicitly in terms of their intended effect on program development, they appear to have little practical implication for programs like EETEP. The Academic Planning Committee, for example, deals largely with major directional changes within the University, or whether or not a given

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program should continue to exist. The Teaching Council has a small amount of money that it typically gives for course planning. The Research Council, likewise, has limited funds that it uses to assist young faculty members begin their research programs, to fund travel to professional association meetings, or to fund bringing visiting scholars to campus. The Curriculum Committee does approve courses, but new courses can be taught on a trial basis several times before submission through the course approval process.

Three Teachers College committees have potential implications for program development: (1) the Undergraduate Teacher Education Council (UTEC), which is intended to encourage and facilitate coordination within teacher education, (2) the Teachers College Resource Allocation Committee that reviews department requests for permanent funding and makes recommendations to the dean, and (3) the Teachers College Curriculum Committee which reviews new course proposals as well as proposals for course changes that are submitted by departments. As is apparent from these brief descriptions, these committees do not actively foster new program development. Their functions, instead, are to analyze, approve, and recommend. The UTEC, for instance, approved the initial request for permission to develop and implement EETEP on a trial basis. Thus, although UTEC did not block the program's development, indeed it encouraged it, neither did the UTEC initiate its development. Functions of the Resource Allocation and Curriculum committees are restricted even more to monitoring, responding, and approving or rejecting ideas and plans advanced by others. College, policies, then, like University policies, as expressed through its committee structure, do not explicitly encourage the initiation and implementation of a program such as EETEP.

England's interviews verified the functions of the University and Teachers College committees, but they also provided different kinds of perspectives. The consensus of the UNL administrators interviewed was that there were not institution-wide policies that related explicitly to the development of programs like EETEP. Institution-wide policies do not have a deterent effect, but neither are they designed to support the development of such projects. Administrators, on the other hand, reported that Teachers College has an overall atmosphere that encourages change. Their attitude seems to be that individual faculty members should be allowed, through the absence of administrative roadblocks, to work on new ideas.

According to the Lincoln Public Schools (LPS) Associate Superintendent, relations between Teachers College and the LPS are positive and mutually supportive. A contract between the two indicates the desire that they have to work together. When a substantative change is being considered, UNL always requests representation from LPS on the group considering the change. The Associate Superintendent said that EETEP is viewed positively and has the support of the LPS administration.

McLaughlin, as quoted by England, states, "Organizations don't innovate or implement change, individuals do." England then adds, "Individuals must be provided with the proper balance of pressure and support for change to occur."

England states that the range of instruments used by the College and University is consistent with the policy of allowing program development by not inhibiting it and by providing support for individuals who initiate activities and programs. Use of this range of instruments also is consistent with McLaughlin's perspective that change is made by individuals not by organizations as well as her notion that successful policy is produced by a combination of pressure (mandates) and support (inducements and capacity building).

Discussion of Results.

Research results at the end of the first and second years for EETEP cohorts 2 and 1, respectively, were much as the literature would suggest they should have been. Conceptual levels did not change significantly, for example, for either cohort, nor were scores for EETEP students higher than those for matched groups of students in the regular program. Although scores for other intellectual processes did change, as indicated by scores from EETEP student journals, there is no indication that similar changes did not also occur with non-EETEP students.

Clearly, if changes are expected in conceptual level scores, administrations must be made over a longer period of time than one year. In future cohorts, paragraph completion tests will be given during the first semester; in addition, administrations will be continued with all cohorts at least through the four years that students are in the program. Thus, for example, cohorts 1 and 2 will have the paragraph completion test during their final two years in the program.

EETEP students scored better on the multiple choice questions of the Human Technologies in Teaching final examination than did students in matched comparison groups; however, as already indicated, this result should have been expected, for the test was intended to measure outcomes from the course. On the other hand, the results do validate questionnaire results showing that students in the regular program are not taught cooperative learning, research-based elements of classroom management, scaffolding, and feedback. If knowledge of how to use these concepts is valued highly, then EETEP students are benefiting from being in the program.

Major differences were found in the approach of EETEP and regular program students to lesson planning. EETEP students sought more information about their students than did their colleagues in the regular program; they also outlined far more activities to use during the lesson and viewed the teacher as having more responsibilities. Perhaps most important was the degree to which EETEP students tied together different aspects of their lesson plans. Nowhere did this show up more sharply than in their suggestions for class activities where nine of the ten EETEP students planned organized sequences of two or more activities; in contrast, only twenty percent of students in the regular program did this.

EETEP Preservice teachers also clearly grew in their perceptions of teachers, faculty and students during their early field experiences; some of them also began to form colleague relationships with other group members.

The transcript analyis provided useful information to the project, for even though, when course requirements are changed, we expect that students will enroll for different courses, experience suggests that actual change does not always conform to expectations. Thus, the major differences that were revealed between EETEP and the comparison group in the transcript analysis were gratifying. As EETEP and regular program students approach the end of their programs, the effects of some of these differences should show up in outcome measures as well as in student transcripts.

The two studies that were conducted through interviews with key persons in both Teachers College and the Lincoln Public Schools suggest that most persons who have been close to the EETEP, are supportive of it and feel that they have been appropriately involved. An exception was an elementary education faculty member who reported that EETEP has not properly communicated with him/her and has over-promised to students. Some teachers also reported that their role expectancies had not been fully communicated.

The policy study showed some differences in interpretations and expectations between administrators and EETEP staff. These differences should be reviewed internally; they also should be considered by both administrators and faculty members in other universities. Perhaps administrators need to be more overtly encouraging of faculty to initiate programs; perhaps faculty need to be more aggressive in what they attempt.

IV. Implications for Others

After working on this project for almost four years, it is frustrating to have to say that talking about implications from it is premature, but that is the case. Until Cohort 1 students have completed at least a full year as teachers, what we perceive as occurring, in both processes and coutcomes, must be viewed as tentative. I am convinced that the field experiences, the Human Technoloties in Teaching course, and the Language and Literature Block are successful and that this program is producing first rate teachers; I would bet five years of my professional career on it. Indeed, that is exactly what I am doing. In my visits to classrooms where EETEP students are teaching, I see remarkable things taking place. As we are learning more about how to work with sophomore students just beginning in teacher education, seminar discussions with EETEP students are becoming increasingly lively, and a productive level of trust seems to be developing earlier. But, we have made some mistakes, some of which we do not understand. For example, of the twenty-three students admitted to Cohort 2, only six will enroll in the Human Technologies in Teaching course, although that number will be augmented by two students from Cohort 3 who are far enough along to move into Cohort 2. Some of the Cohort 2 students dropped out for completely valid reasons; others apparently have left the program because "their instructor," a doctoral student, is now a faculty member at Kansas State University, thus it seems likely that senior faculty members may not have maintained sufficient contact with Cohort 2, but were there other reasons for the large dropout rate? We do not have the answer to that question. Even Roach's interviews did not provide assistance. One clue may have come from an informal discussion with Cohort 1 students in which one of their number said that she did not begin to feel a real part of the program until the end of the HTT semester. Others, even those who have seemed to be most actively involved, concurred with that statement. Perhaps we have not been vigorous enough in trying to establish a feeling of cohortness.

From our experiences, we could write an impressionistic paper about what an elementary teacher education program should look like. But that paper would be short on data -- either quantitative or qualitative. Certainly at this stage, we would prefer to let EETEP speak for itself through the various sections of this report.

V. Institutionalized Features of Project

OERI funds have been used for program development activities and some data gathering and analysis. Program operation has been funded by Tea;chers College and the Center for Curriculum and Instruction. Consequently, discontinuation of OERI funding at the end of the third program year will have no particular influence on decisions to continue or discontinue any major aspect of the program. On the other hand, as is often true with pilot or experimental programs, the personnel costs associated with the early field experience, the Human Technologies in Teaching course, and the methods blocks are exorbitant. Such costs cannot be continued indefinitely. However, we are exploring various ways of reducing those costs while still retaining the program integrity. Both the Curriculum and Instruction Department Chairperson and the Teachers College Dean have indicated their intention to continue the EETEP, at least for the time being.

When OERI funding ends at the conclusion of this fiscal year, we will take a fresh look at what aspects of the program we want to study in greater detail. Based on experience thus far, we anticipate that we will extend our research activities and perhaps reduce the program evaluation emphasis.

VI. Overall Strengths and Weaknesses and "Lessons Learned"

Strengths

Our present judgment is that each of the Extended Elementary Teacher Education Program components is a strength. That is the liberal arts requirements, cohorts, early field experiences, Human Technologies in Teaching, and the methods blocks all either have demonstrated themselves at one level or another or give exlicit promise of doing so. We think also that our present plans for the internship, prepared explicitly for EETEP, will make this an especially strong experience.[1]

Other strengths include:

Collaboration with various groups including particularly schools and non-EETEP faculty in educational psychology and elementary education. Both groups of faculty are trying quite hard to help make EETEP a success.

Support from Chairperson of Curriculum and Instruction and the Dean of Teachers College.

Students. Teacher education students at the University of Nebraska-Lincoln are serious about their profession. They are more interested in becoming good teachers than they are in having 4.0 grade point averages. They also have developed a healthy degree of self-confidence.

Weaknesses

Communication. Even under ideal circumstances communication is a problem. This is especially true in a new program. EETEP has not experienced resounding success in its communication with school persons, students, and other faculty members.

Five Year Requirement. Whenever the time to accomplish something is increased, some persons, especially those directly affected, question the necessity/wisdom. This is true for EETEP. Although Cohort 1 students clearly feel that five years is not too long to spend completing the education they are receiving, some students in Cohort 2 have withdrawn because of the program's length; furthermore, some faculty members perceive EETEP as being unreasonably long.

Cost to the University. EETEP's cost to the University is higher than could be tolerated for the entire elementary education program. Maintaining a program like EETEP over an extended period for a handful of students is not reasonable. On the other hand, there also are costs associated with having a program in which not all of the graduates are as competent as possible.

Collaboration with Lincoln Public Schools. Despite the rather comfortable working relationship that now exists, there is a cloud on the horizon. This is that the Lincoln Public Schools are more firmly wedded to Assertive Discipline (formal), Instructional Theory Into Practice (ITIP)

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[1] **Course description for the internship is as follows**: The internship is intended to provide advanced teaching or other field experiences for graduate students who already have extensive, supervised field placements in teaching or related areas. The internship includes continuous, major responsibility in the field assignment. In addition it requires completion of an integrative paper in which the student will explore relationships between abstract theory and research information from earlier courses and the practical experience of the internship. One aspect of the paper will be formulation and investigation of an action research problem.

(formal), and universal application of a prescientific approach to direct instruction (informal) than is the EETEP staff. However, there is a good deal of building level autonomy on some issues and we are gradually and gingerly exploring the potential limits of formulating and using alternative approaches in both instruction and classroom management.

Attrition in EETEP Cohorts. We are concerned about the amount of attrition in Cohort 2. We think that part of this high attrition results from the early recruiting -- the middle of the students' first year at the university -- and part from the break between the second field experience and the next direct experience with the program, the Human Technologies course which they will not take until Second Semester 1988-89. Perhaps the biggest single cause of this Cohort 2 attrition, however, was the loss of "their professor" to another university and the failure of program staff to anticipate this and provide alternate associations.

Lessons Learned

Any statements that we make about lessons learned must be tempered with extensive caveats. From our experiences thus far, we have formulated some informal hypotheses; in addition, we have "lessons" from our experience that either would be essentially impossible or prohibitively expensive to test, especially given the potential gains. The reader must recognize in reading about these "lessons" that they are being presented essentially as hypotheses, not conclusions.

Early Field Experiences

1. Assigning students to the initial field experience in pairs is beneficial. Students talk with each other; they share and compare experiences; and they provide emotional support to each other both for what they do and for what they think.

2. Having students remain with the same teacher for a semester is a good idea, if the teacher is a good teacher. College students require time to become acquainted with the teacher and children. Assignments of less than a semester could provide certain worthwhile experiences, but a semester long assignment permits formation of relationships and development of experiences that briefer assignments would not. On the other hand, the continuation of a non-productive assignment for a full semester can be destructive and should not be permitted. (We failed to correct some first semester assignments that we should have done with both the first and second EETEP cohorts.)

3. Changing assignments at the end of the first semester was traumatic, but productive. Even students who were not in good assignments had some reluctance to change to another teacher and school, but even those who were in the most productive assignments now feel that the change was beneficial, although not necessarily pleasant. Students seem to experience a sort of disequilibrium during the first few weeks in a new assignment perhaps brought on by the student comparing two quite different teaching/learning circumstances. This disequilibrium appears to be followed by a growth spurt, which probably results from the student bringing the two experiences together in such a way that a new view of teaching is formed.

4. Questions that instructors ask about what students write in their journals appear to have a constructive effect. Although the questions do not call for an answer either in writing or in followup discussions, students report that they think about the questions and use their thinking in subsequent activities.

5. The biweekly seminar seems to make a contribution to the program. Students participate well and reflect constructively on their classroom experiences. However, more information is needed on how to improve this experience.

Human Technologies in Teaching

6. Preservice teachers can be helped to apply abstractions (scaffolding), strategies (cooperative learning), and specific teaching behaviors, as well as combinations of all three in their teaching.

7. Spending a full semester on a course that (a) bridges among educational psychology/human development, early field experiences, and methods courses, and (b) includes abstractions, strategies, and specific teaching behaviors in an adaptation of Berliner's pedagogical laboratory can be quite productive.

8. Repeated videotaping for feedback purposes can be particularly useful.

9. Continuity in the classroom in addition to planning and teaching specific lessons is important.

10. Working cooperatively with intellectual content may be even more important in producing cohortness than the purely social aspects.

General

11.. Even quite careful planning does not permit anticipating all eventualities; thus, program staff and committees must retain flexibility at each stage of program development and implementation.

12. Goodlad has indicated that admitting and advancing students in cohorts can produce substantial benefits. Our observation at this stage is that all three cohorts are beginning to form a sense of groupness and that they provide both support and some competition for each other.

13. As indicated above, all of the "lessons" mentioned should be viewed as hypotheses, not conclusions. The final one is even more tentative than the others. This is, that when an alternative program is formed alongside an on-going program, it very quickly affects the nature of the dialogue that occurs within the regular program. Persons begin thinking about change in a different manner and may, in fact, accelerate the change process in the on-going program.

14. Cohortness can be as important to professors as to students.

VII. Products and Disseminations Activities

We have not yet developed any products such as articles, reports, or materials. (Dr. Mary Kluender and Kris Cohoon did, however, report the project at AACTE.)

Particular Aspects of the Project Which Project Participants Might Have an Interest in Writing about for Publication.

Now that we have completed our reports to OERI, we will prepare at least four sorts of products: (1) Syllabi for the Human Technologies in Teaching course, the Language and Literature Block, and the methods of teaching Mathematics, Science, and Social Studies block. These three syllabi may be of interest to teacher educators who are considering revision of their preservice programs. (2) Articles based on the project's implementation and outcome documentation. (Although we have not decided exactly how the information developed in EETEP will be divided for publication, we anticipate the preparation of several journal articles that describe program implementation and outcomes. Some of these articles will be of interest primarily to teacher education researchers; others will be of greater concern to teacher education practitioners.) (3) Kris Cohoon's dissertation. Cohoon and Kluender currently are preparing a journal article based on a paortion of his dissertation. (4) Specific implementation studies. Roach, Thompson, and England all are considering publication of their implementation reports.

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University of Nebraska-Lincoln TEDD Project

The Extended Elementary Teacher Education Program (EETEP)

Program Assessment Report

The Extended Elementary Teacher Education Program (EETEP) is a five-year, preservice elementary teacher education program. EETEP's first year of OERI funding as a TEDD project was devoted to planning; consequently, the first cohort of students had completed only the second year of their time in the program (their junior year at the University) in May 1988.

The EETEP is intended to educate prospective teachers who will differ from those educated in the regular program on several personal and professional dimensions. The outcome measures, then, are focused on the EETEP student. Neither higher education nor school faculty have been studied nor have institutional outcomes been systematically examined. Anticipated student outcomes and procedures for measuring them and for analyzing the information that is collected appear in the following paragraphs.

I. Major Questions.

Because EETEP's life as a TEDD project covers only a portion of the student's time in EETEP, implementation and outcome evaluation questions are limited to that portion of the overall project.

A. Project Outcomes.

- What impact does the University of Nebraska Extended Elementary Teacher Education Program have, at the end of students' second year in the program, on selected personal characteristics, including

  -- conceptual level as measured by the Paragraph Completion Test;
  -- intellectual processes as measured by student journals and papers; and
  -- attitudes as measured a classroom situations questionnaire?

- What impact does the University of Nebraska Extended Elementary Teacher Education Program have, at the end of students' first and second years in the program, on selected items of the prospective teacher's professional

  -- knowledge of effective teaching practice as measured by
    -- scores on the Human Technologies in Teaching final examination;
  -- performance as measured by
    -- videotapes of their teaching?

B. Project Implementation.

- As revealed in their journals or papers, how do students experience the process of early field experience?

- What is the instructional content in

  -- the Human Technologies in Teaching course,
  -- the Language and Literature Block, and
  -- the Second Semester Block?

- As revealed in student transcripts, what effect does the EETEP have on selection of courses by elementary education students in the first three years of their programs?

- How did various key persons in (1) Teachers College and (2) Lincoln Public Schools experience the initiation and implementation of the University of Nebraska Extended Elementary Teacher Education Program?

- What policies were in effect in 1985 at the University of Nebraska-Lincoln, in Teachers College, and in the Department of Curriculum and Instruction, as well as in the Lincoln Public Schools, that related to the initiation and implementation of new programs and what effect did they have on the origins of EETEP?

II. Program/Component Description.

As noted above, the Extended Elementary Teacher Education Program (EETEP) is a five-year, preservice elementary teacher education program, in which students enter the program as sophomores and continue through a post-graduate year. Primary components of the Program are (1) early and continuing field experiences that are integrated with the didactic portion of the program; (2) a liberal arts emphasis that requires both an increased general education requirement (from a regular program requirement of 42 semester credit hours to an EETEP requirement of 60 credit hours) and that also includes a reduced number of options in each area, and a non-elementary education "major area" or two non-education "minor areas;" (3) an emphasis on the research knowledge base that is begun in the foundations courses, is further developed in a course that bridges between the early courses (field experiences, human development and educational psychology), and is continued throughout the methods courses, internship, and subsequent seminars; (4) two semester blocks of methods courses having closely related didactic course work and accompanying field experiences; and (6) an internship with a subsequent teacher educator field experience with an accompanying seminar.

Although students are in the EETEP for four years beyond their freshman year at the University of Nebraska, the first cohort had been in the program only two years when the data for this report were gathered. Of a total freshman elementary education population of approximately 150 students, sixteen entered the first cohort of the EETEP; twenty-three students from a similar population entered the second cohort; seventeen have been admitted to the third cohort.

As already noted, only the portion of the progrm for which OERI funded the development that the students will have completed by the end of the project includes: (1) early field experiences, and (2) Human Technologies in Teaching, the bridging course. These two experiences may be viewed as the only stand alone, unique features that the first cohort had completed by the termination of OERI funding. The second cohort had completed only the early field experiences.

All elementary education students at the University of Nebraska-Lincoln have two semesters of early field experience, but this experience has been fundamentally restructured for the EETEP. In the regular program, students enroll for two, one semester credit hour (forty clock hour) experiences in locations that must be approved by the instructor. Three short papers are submitted during the semester in which the students describe and react to their experiences. Experiences include observations tutoring, monitoring, some small group instruction and some non-instructional tasks. In the EETEP, students enroll for two, two semester credit hour courses of early experience. They are assigned in pairs to a teacher in one of two schools for two mornings per week. Their university supervisor visits them almost every day and every second week they have a seminar. Students turn in journals every second week. Journals, classroom experiences, and teacher or student selected topics form the basis for seminar discussions. In the second semester, students change schools and teachers, grade levels, and EETEP partners. Feedback on student performance also is secured from cooperating teachers.

The Human Technologies in Teaching course is a three semester credit hour course with an associated two credit hour field experience. Students learn a combination of teaching strategies and teacher behaviors in a series of experiences partially patterned after Berliner's description of a pedagogical laboratory.

In addition to these two unique program features, the first EETEP cohort has completed enough of the liberal education portion of the program to permit an end-of-third-year transcript analysis of the program's impact on their course selection.

The general project goal, as stated above, is to prepare elementary teachers who differ on several dimensions from those prepared in the regular University of Nebraska-Lincoln program. Essentially, we have said that we would like EETEP students to have higher conceptual level scores and scores that are higher in Bloom's taxonomy, to understand that there are multiple approaches to teaching, and to have more positive attitudes about children's ability to succeed in school; to know more about and be able to teach using a specific teaching strategy (cooperative learning), Bruner's concept of scaffolding, and selected teacher behaviors. Furthermore, we want EETEP students to exhibit higher levels of teaching performance.

Conceptual Level. -- Other researchers have found that changing teachers' conceptual level scores is very difficult (Albertson, 1987). However, because we are convinced that teachers who have a higher level of conceptual functioning than is typical for elementary education students perform in a different manner (Albertson, 1987), we consider it important to attempt to help raise the level at which preservice teachers function. For example, teachers who function at higher conceptual levels encourage more complex cognitive processes, utilize more information to help students think divergently and engage in self-expression, create a variety of learning environments, and demonstrate greater behavioral flexibility (Albertson, 1987). We also are convinced that through extended combinations of classroom and field experiences of the sort that the EETEP provides in which students are asked to describe, analyze, and evaluate those experiences orally as well as in writing they may achieve higher conceptual level scores -- as well as attain the more traditional objectives of increased knowledge and skill levels.

Repeated administration of the Paragraph Completion Test permitted tracking changes that occurred in conceptual level scores. As noted above, we obtained Paragraph Completion Test information for EETEP students, as well as comparison groups of students in the regular program.

Intellectual Level. -- We scored journals and end-of-semester student papers on level of intellect as described by Hannah and Michaelis (1977). Their structure, an adaptation and extension of Bloom's taxonomy (Bloom, et al., 1956), has two levels with each level having five divisions. The first level begins with interpreting and includes comparing, classifying, generalizing, and inferring. (Because of problems in scoring journals using the Hannah and Michaelis definitions for comparing and classifying, we redefined them and reversed their order. [Cohoon, 1988]) The second level in the Hannah and Michaelis structure is divided into analyzing, synthesizing, hypothesizing, predicting, and evaluating.

In addition to level-of-intellect as described by Hannah and Michaelis, we used a level-of-integration structure developed for scoring daily reports in the University of Nebraska-Lincoln Junior High School Project (Briney, Pettit and Santmire, 1986 -- mimeographed).

Attitudes toward Teachers and Teaching. -- A classroom situations survey was administered to Cohort 1 and 2 students as well as to members of a comparison group. (Cohoon, 1988)

Knowledge and Understanding. -- Knowledge and understanding were measured by the end-of-course tests in the Human Technologies in Teaching course. This test was given to students in the EETEP first cohort and to a comparison group of junior students in the regular program.

Performance Behaviors. -- Securing appropriate performance behaviors was somewhat more problematic than obtaining information about students' knowledge and understanding. However, we do have some coding of classroom videotapes of EETEP students teaching in the Human Technologies course.

III. Sample.

EETEP subjects in the portion of the project partially funded through OERI originally consisted of sixteen students in Cohort 1 and twenty-three students in Cohort 2. By spring semester 1988, each cohort consisted of thirteen subjects. Most of those students who had left the program had left elementary education (3) or the University of Nebraska (8). In addition, two Cohort 1 students, who planned marriage in 1988, transferred to the regular program so that they could move from Lincoln a year earlier than would be possible through EETEP. Since the end of spring semester 1988 two Cohort 2 students also elected to transfer to the regular program. And, finally, one Cohort 1 student failed to qualify for admission to the teacher education because of low grades and PPST scores.

The thirteen Cohort 1 students who completed the both the first two early field experiences and the Human Technologies in Teaching course and the associated field experience form the experimental group sample for Cohort 1. The eighteen students who completed the first and second early field experiences form the experimental group for Cohort 2.

The comparison group samples for Cohort 1 were students in three sections of the mathematics methods class. Samples were drawn to match EETEP Cohort 1 students as closely as possible on ACT scores and grade point average. Time constraints required that only half of the Human Technologies in Teaching final examination be given to students in each of two sections. Matched pairs, also matched with EETEP Cohort 1 students, were drawn from these two sections. In addition, students matched in pairs with Cohort 1 students were drawn from the third section, members of which completed an instrument designed to learn how students perceive the roles of preservice and inservice teachers. And, finally, a sample was drawn from a cross section of the methods classes to constitute the sample for comparing (a) conceptual levels, and (b) end of third year transcripts.

Cohort 1 Sample. -- Mean values for ACT scores and grade point averages are shown in Table 1. Analysis of variance results for ACT scores are in Table 2; for grade point averages they are in Table 3.

Table 1

Mean Values for ACT Scores and Grade Point Averages (GPA) for EETEP Cohort 1 Students and Matched Samples of Junior Level Students Enrolled in Mathematics Methods Classes

Group		Comparison Groups			
	EETEP Group	Multiple Choice I	Multiple Choice II	Role Perception	Paragraph Completion
ACT Score	20.00	20.15	19.58	18.69	20.23
GPA	3.10	3.30	3.32	3.07	3.23

Table 2

Probability Values for Differences between Mean ACT Scores for EETEP Cohort 1 Students and Matched Samples of Junior Level Students Enrolled in Mathematics Methods Classes

Group		Comparison Groups			
	EETEP Group	Multiple Choice I	Multiple Choice II	Role Perception	Paragraph Completion
EETEP	.	.9706	.9208	.7544	.9560
Mult. Ch. 1		.	.7235	.3569	.9611
Mult. Ch. 2			.	.5810	.6881
Role Percept.				.	.3324
Parag. Compl.					.

Table 3

Probability Values for Differences between Mean Grade Point Averages (GPA) for EETEP Cohort 1 Students and Matched Samples of Junior Level Students Enrolled in Mathematics Methods Classes

		Comparison Groups			
Group	EETEP Group	Multiple Choice I	Multiple Choice II	Role Perception	Paragraph Completion
EETEP	.	.6179	.5872	.9550	.7339
Mult. Ch. 1		.	.9054	.1459	.6735
Mult. Ch. 2			.	.1235	.5953
Role Percept.				.	.2969
Parag. Compl.					.

As is indicated in Tables 1 through 3, differences in means between the EETEP and comparison groups, as well as among the comparison groups, are small and non-significant. Thus it seemed reasonable to consider the various groups equivalent in ability and to assume that differences among them resulted from the nature of their university experiences.

University academic experiences of the EETEP Cohort 1 students and comparison groups differed in several ways. First, all of the EETEP students had completed three, two semester credit hour early field experiences, while students in the comparison group had completed only two, one semester hour experiences -- and the experiences differed in nature. All of the EETEP students had completed the Human Technologies in Teaching course; none of the students in the comparison groups had done so. On the other hand, most students in the comparison groups had completed from three to six of the nine methods courses that are required in the regular elementary education program. One of the two EETEP students who left the program at the end of spring semester also had taken three methods courses and the other one had completed two before leaving EETEP.

Cohort 2 Sample -- At the time of this study, Cohort 2 consisted of 18 preservice teachers in the EETEP program. Like Cohort 1, they were recruited from the population of freshmen in an introductory education foundations class. Participants were selected from the 37 who initially showed interest. At this stage, Cohort 2 consisted of 16 females and 2 males. All but three were of traditional college. All three non-traditional aged students were 24 years of age; one of them was blind.

The comparison group was randomly selected from a group of volunteers from sophomore educational psychology classes that required four hours of research participation. These students also were enrolled in a regular program early field experience. (Cohoon, 1988)

IV. Methodology (Data-Gathering Process).

1. Conceptual Level -- Paragraph Completion Test.

The Paragraph Completion Test was given to Cohort 1 students at the end of the second field experience and at the end of the Human Technologies in Teaching course. This test was given to Cohort 2 students at the end of each field experience. It also was given to two comparison groups of students -- the comparison group for Cohort 1 at the end of the Human Technologies in Teaching course; the comparison group for Cohort 2 at the end of the second field experience.

2. Intellectual Processes -- Student journals.

Cohort 1 students kept journals throughout their early field experiences and the Human Technologies in Teaching course; Cohort 2 students kept journals throughout their early field experiences. Journals were scored for intellectual processes including level of intellect, using an adaptation of concepts described by Hannah and Michaelis (1977), and level of integration, a system described by Briney, Pettit and Santmire (1986). Details for scoring intellectual processes from student journals are given in Cohoon (1988).

3. Knowledge of Effective Teaching Practices -- Human Technologies in Teaching final examination.

The final examination for the Human Technologies in Teaching course was given to Cohort 1 students and a comparison group of junior students in the regular program. Students in the regular program had not completed Human Technologies in Teaching, but they had completed from three to six regular methods courses.

4. Performance -- videotapes of Cohort 1 students teaching during their Human Technologies in Teaching course.

The videotapes were from the final two (of six) teaching experiences. Samples of the tapes were studied for use for scaffolding, wait time, classroom monitoring, and various cooperative learning functions.

5. Instructional Content -- Syllabi for Human Technologies in Teaching, the Language and Literature Block, and the block for Teaching Mathematics, Natural and Social Sciences in the Elementary School. These syllabi form Appendix A, this document.

6. Perceptions of Key Persons about the EETEP.

Interviews were conducted during April and May 1988 by two independent scholars. One interviewed University persons, including students, and members of the Planning Committee; the other one interviewed teachers and administrators in the cooperating schools and the Lincoln Public Schools district office. (Full report, Appendix B, this document)

7. Student Experience in Early Field Experiences and in Human Technologies in Teaching.

Student journals were read holistically by an independent scholar to determine the manner in which students experienced the early field experiences and the Human Technologies in Teaching course. (Full Report, Appendix C, this document)

8. University of Nebraska-Lincoln (UNL), Teachers College, Curriculum and Instruction, and Lincoln Public School Policies Pertinent to New Program Initiation.

An independent scholar conducted interviews during May and June 1988 with UNL, Teachers College, Curriculum and Instruction, and Lincoln Public School administrators to ascertain what policies were in place in 1985 that were intended to encourage and facilitate the initiation and implementation of new instructional programs and research related to those programs. (Full Report, Appendix D, this document)

V. Instrumentation (Data-Gathering Tools).

Paragraph Completion Test. The student is asked to complete several sentence stems. Scores reflect the student's level of conceptual development. This instrument was developed and described by Hunt, Gibson, Noy & Watson (1973).

Student Journals. When they are in field experience classes, EETEP students keep journals related to each day's experience in the school setting; they also write interpretive (reflective) entries every second week. In the HTT course, the journal was extended to include some class days as well as the field experiences. Each daily entry during the two early field experience classes included a descriptive portion and an analytic and evaluative portion.

Human Technologies in Teaching Final Examination. This examination contained 15 multiple choice questions, each of which had one correct answer, and 25 multiple choice questions, each containing from zero to four or five correct answers. Questions were drawn from cooperative learning; human development and Bruner's concept of scaffolding; classroom management, including monitoring student behavior; and wait-time and feedback. The questions matched quite closely the content covered in Human Technologies in Teaching. The maximum possible score on the multiple choice part of this examination was 122.

In addition to the multiple choice questions, students chose two of four essay questions, each of which required them to plan a lesson for teaching specified content to a set of children, some of whose characteristics also were described in the question.

HTT Teaching Videotapes. We videotaped each teaching sequence in the Human Technologies in Teaching experience, as completely as possible. These videotapes were used as much of the basis for discussions with students about their teaching and their progress in the course. Students chose one of the final two (of a total of six) tapes to analyze as their culminating assignment in the course. Selected samples of these tapes were scored on the dimensions of teaching that were worked with in the course.

Interviews. Interview guides were developed by those conducting the interviews with students, teachers, faculty members, and administrators at UNL and in the Lincoln Public Schools. Each guide was prepared in draft form and then piloted with a small sample from the population being surveyed. Interviews were not formally scored; instead, they were read for impressions and salient features.

Policies Pertinent to New Program Initiation. The researcher studied pertinent documents and interviewed both University and Lincoln Public School policymakers as well as those responsible for developing the Extended Elementary Teacher Education Program, as the basis for considering policies that either facilitate or hinder the initiation of new, university-based teacher education programs.

VI. Results/Findings.

Various project data were analyzed in different ways. Where appropriate, statistical comparisons were made of early and late scores and/or EETEP and comparison groups, as in the case of conceptual level scores. In other instances, a trend analysis was tried, for example, with some of the scores from student journals. However, much of the report is descriptive, either with numbers, as in the case of the transcript analyses, or with narrative, as in the case of the interviews and policy studies.

As suggested in the OERI instructions, findings are presented in much the same manner as in standard educational research journals. The complexity of the findings required, however, a somewhat longer technical report to OERI -- more of a monograph -- than most journals would publish. Furthermore, the mixture of quantitative and non-quantitative data, several sets of which had to be considered in relation to each other increased both the report's length and complexity.

Results related to Cohort 1 were produced as a direct function of the EETEP; results related to Cohort 2 are from Cohoon's (1988) dissertation. Thus, wherever Cohort 2 results are mentioned, reference also is made to the Cohoon dissertation.

Project Outcomes

The Extended Elementary Teacher Education Program is focused on the prospective teacher; consequently, each of the outcome questions relates to the preservice teacher. Because we consider intellectual, affective, knowledge and performance dimensions all to be important to teaching, each is represented by at least one outcome measure. Discovering possible trends on these dimensions also is important.

- **What impact does the University of Nebraska Extended Elementary Teacher Education Program have on selected personal characteristics of prospective teachers?**

Conceptual Level.

Analysis of Cohort 1 and Cohort 2 (Cohoon, 1988) conceptual level scores showed no significant differences either between the EETEP and comparison groups or for the EETEP students over the course of the two early field experiences.

Intellectual Processes

Journals were scored on three separate intellectual dimensions (1) level of integration, (2) level of intellect, and (3) level of specificity. Level of integration is a developmental measure of how preservice teachers think as they write in their journals. This scale ranges from 1, the most concrete level, to 4, the most abstract. Level of intellect is a hierarchical arrangement of intellectual levels ranging from one to six. Level of specificity is a measure of the amount of detail contained in the journal. Scores range from one, the most general, to four, the most detailed. (Cohoon, 1988)

Only a sampling of journal entries was scored. For Cohort 1, the sample consisted of seven daily entries in the first semester, nine in the second semester and seven in the third. Differences among scores on each of the three intellectual dimensions were analyzed twice: (1) using the individual dates and (2) using clusters of dates. Clusters were formed by treating the first entry (date) in each semester as the first cluster and then the second three entries and final three entires of the semester as second and third clusters. (These clusters were formed post hoc, that is, they were formed after we reviewed plots of the daily mean scores. Analyses were made of the cluster data and figures were drawn from them after this review.)

For Cohort 2, the sample consisted of the daily and reflective entries for the first and last two weeks of each of the two semesters. (Cohoon, 1988) This difference in entries sampled makes comparison of the two cohorts problematic. Furthermore, journals for the two cohorts were scored by different persons. Even though reliability for scoring samples of Cohort 2 journals was quite high between these persons, Cohort 1 journals were scored at a later time by one of the persons. Thus, it seems possible that some consistent differences may have developed. As a result, no comparisons were made between Cohort 1 and Cohort 2 journal scores. In fact, different statistical procedures were used for analyzing the two sets of data.

Data from Cohort 1 journals were analyzed using regression analysis -- the SAS General Linear Models procedure -- to determine how scores for integration, intellect, and specificity changed over time. The regression analysis was performed for data from each of the students individually and then for the total group. Because the response pattern was not known and the researchers suspected that it might be cubic, a cubic regression was performed initially. If this regression was significant but addition of the cubic sum of squares was not significant, the quadratic model was used.

For the total group, the quadratic regression was significant on each of the three traits; in no instance did the cubic term add significantly to the regression.

Level of Integration -- Total Group. Cohort 1 students showed a significant change in level of integration during the three semesters that they kept journals, i.e., during the two early field experiences as well as the field experience associated with the Human Technologies in Teaching course. As shown in Table 4, the change in level of integration was significant at the .0001 level over the three semester period.

Table 4

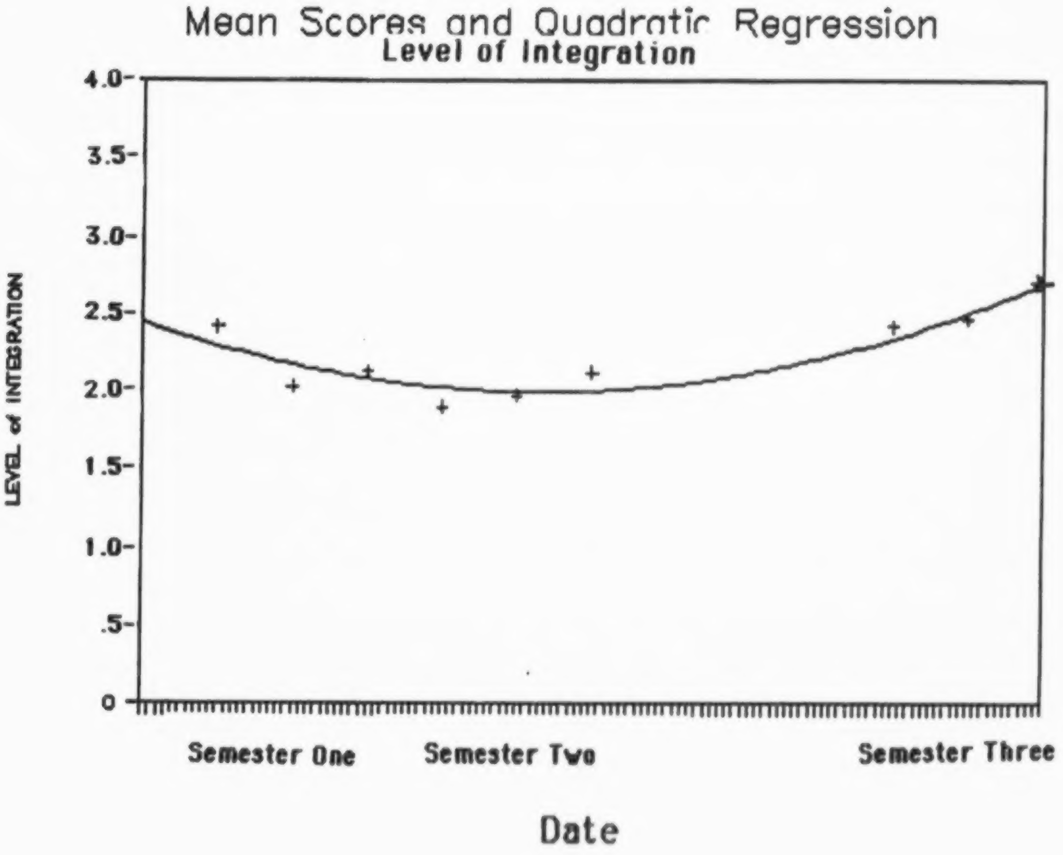
Total Group, Cohort 1 Regression -- Level of Integration

Source	DF	Sum of Squares	Mean Square	F Value	PR > F	R Square
Model	2	5.95	2.98	11.00	.0001	0.17
Error	106	28.69	0.27			

Equation 2.45 - .17X+ .02XxX

The pattern of Cohort 1 mean cluster scores over the three semester period is presented in Figure 1. As shown in Figure 1, the mean level of integration for day 1 of the first semester -- just as students were beginning their first field experience -- was high, above 2.4. The mean score for the second cluster dropped substantially -- to 2.1; for the final cluster of the first semester the mean score remained about the same as for the second cluster, approximately 2.1. At the beginning of the second semester (day 1 or the first cluster of the semester) the mean score for level of integration dropped sharply (from 2.1 to 1.9) from what it had been in the final cluster of the first semester; it then increased for each of the final two clusters. Between the final cluster of the second semester and the first day (cluster) of the third semester, when the students were beginning the Human Technologies in Teaching course with its associated third

Figure 1


Mean Scores and Quadratic Regression
Level of Integration

semester of field experience, the mean level of integration score returned to what it had been at the beginning of the first field experience -- above 2.4. In the second and third clusters of the third semester, level of integration mean scores continued to climb -- from 2.43 to 2.49 to 2.65.

Our interpretation of the three semester pattern of level of integration mean scores is that students coming into the program have a rather clear, idealized notion of what teaching is all about, i.e., it is what they remember from their own elementary school experience. It is this idealized version that students perceive when they first enter the classroom. The next few days in school, they begin to see that teaching and teacher relationships with children are somewhat different from what they had remembered or understood them to be. This new picture begins to stabilize during the semester.

Then, at the start of the second semester, when the students transfer to a new school and a new teacher where things are different from both their own memory of what elementary school was like and their first semester field experience, their image of teaching and school is destabilized again. This results in a further decrease in the level of integration score. During the second semester, as during the first semester, students begin to rationalize their versions of teaching that now are a part of their image structure and to form their own, somewhat independent notion of what teaching should be. Thus, their level of integration scores increase.

Probably in part because of their greater experience with different views of teaching and in part because cooperative learning is taught to them as a specific teaching strategy before they are asked to use it, student journals indicate an increase rather than a decrease in level of integration at the beginning of the third semester. Further progress is made on this developing, personal version of teaching during the third semester and scores continue to rise.

Level of Intellect. Cohort 1 students showed a significant change in level of intellect scores, for clusters of entries, during the three semesters that they kept journals, i.e., during the two early field experiences and the field experience associated with the Human Technologies in Teaching course. (See Table 5.)

Table 5

Total Group, Cohort 1 Regression -- Level of Intellect

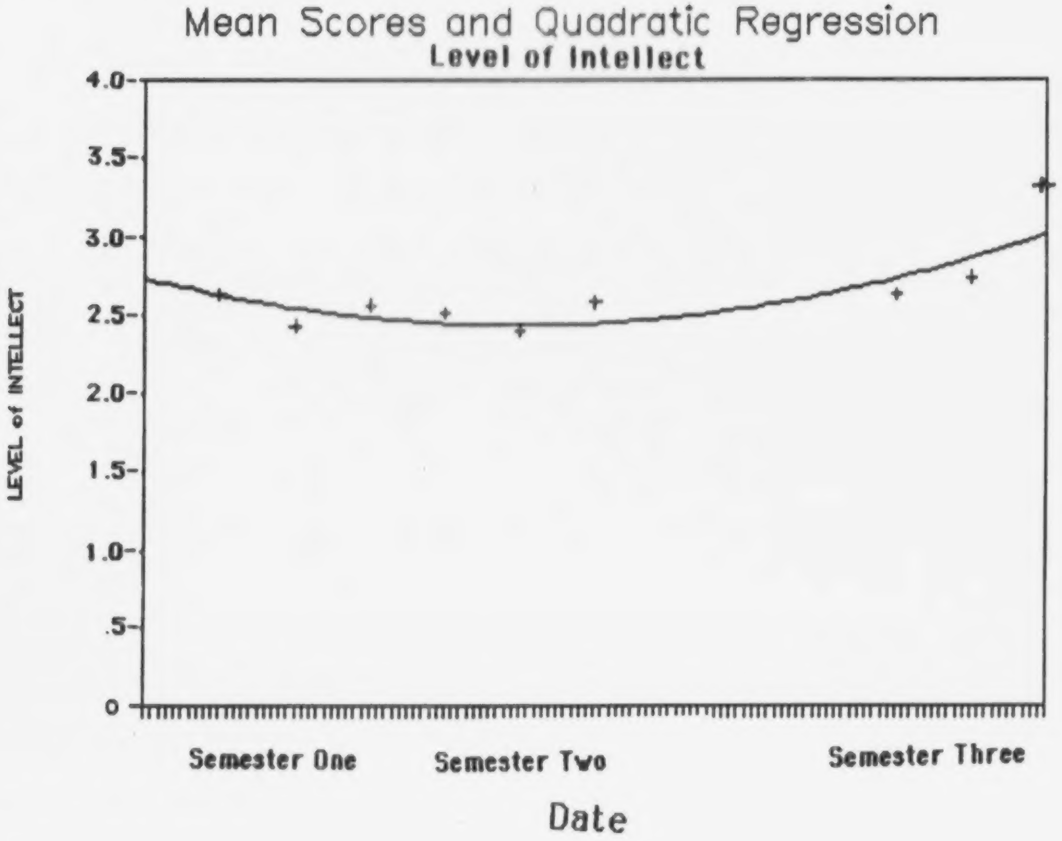
Source	DF	Sum of Squares	Mean Square	F Value	PR > F	R Square
Model	2	5.13	2.57	2.99	0.05	0.05
Error	106	91.12	.86			

Equation $2.73 - .12X + .01XxX$

Level of intellect scores remained relatively stable throughout the first two semesters of field experiences. The mean for the first cluster (day) was the highest for the two semesters (2.63); the low mean score of 2.43 was reached in the second cluster of the second semester. The real change in mean level of intellect scores occurred during the Human Technologies in Teaching semester. The mean score for the first cluster (day) of the third semester was 2.63; the second cluster mean score was 2.80; and the third was 3.28. (See Figure 2.)

Level of Specificity. Cohort 1 students showed a significant change in level of specificity scores, for clusters of entries, during the three semesters that they kept journals, i.e., during the two early field experiences and the field experience associated

Figure 2


Mean Scores and Quadratic Regression
Level of Intellect
4.0
3.5
3.0
2.5
2.0
1.5
1.0
.5
0
LEVEL of INTELLECT
Semester One
Semester Two
Semester Three
Date

with the Human Technologies in Teaching course. (See Table 6.) Level of specificity socres did not change greatly from one semester to the next; however, they did follow a pattern corresponding to a quadratic model. (See Figure 3.)

Table 6

Total Group, Cohort 1 Regression -- Level of Specificity

Source	DF	Sum of Squares	Mean Square	F Value	PR > F	R Square
Model	2	1.54	0.77	3.32	0.04	0.06
Error	106	24.57	0.23			

Equation $2.61 - .12x + .01XxX$

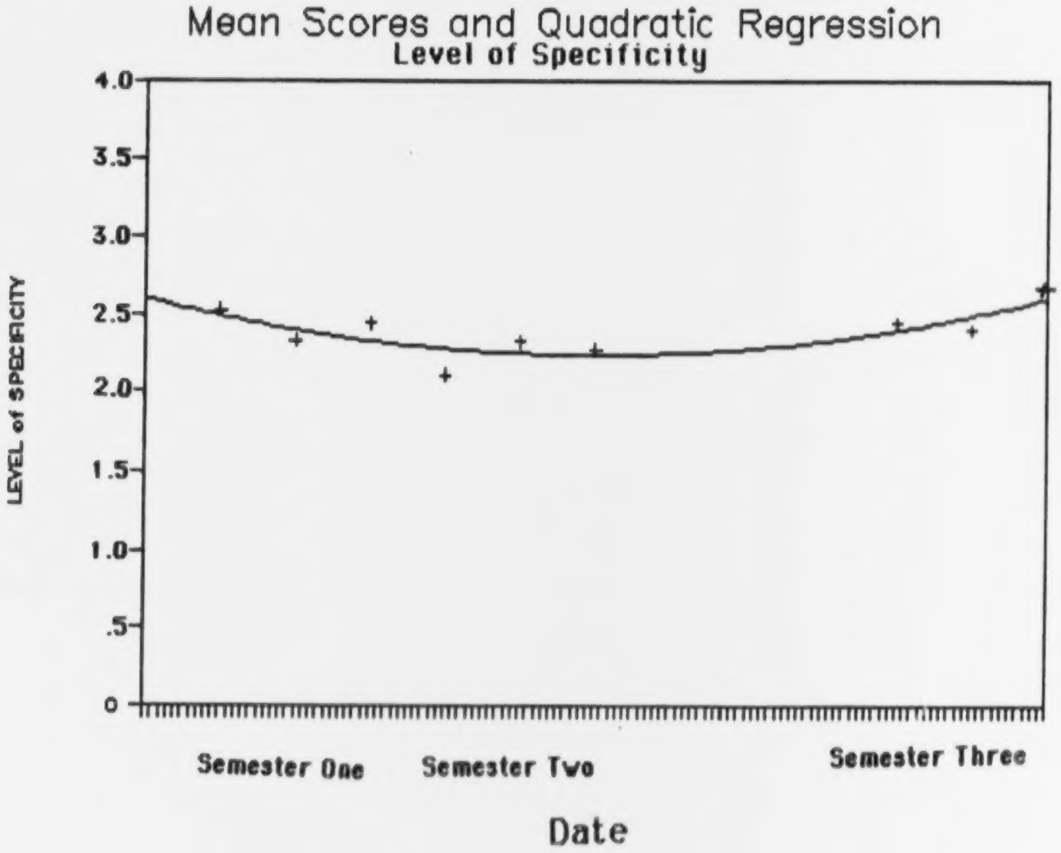
The above presentation seems to assume a straightforward, before-the-fact statistical design. That assumption, of course, was not met. Because the clusters were formed and the figures drawn post hoc, both the analysis and the discussion of the data are soft. In order for them to be justified, further research will be required.

Although the data collection points and the manner of analysis were different for Cohort 2 and Cohort 1, students in Cohort 2 also made significant changes in their level of integration, level of intellect, and level of specificity scores over the two semesters of their early field experiences. (Cohoon, 1988)

Attitudes

A Classroom Situation Survey, developed by Cohoon (1988), was administered to Cohort 1 and 2 students and to a comparison group of students for Cohort 2. Students in all three groups were asked what they would do in each of 21 classroom situations. Each situation had from five to eight options with each option having a seven point, agree-to-disagree Likert scale. The Survey contained 127 total options.

Figure 3


Mean Scores and Quadratic Regression
Level of Specificity
4.0
3.5
3.0
2.5
2.0
1.5
1.0
.5
0
LEVEL of SPECIFICITY
Semester One
Semester Two
Semester Three
Date

Data from the Classroom Situation Survey were analyzed using a median test. Responses of the three groups differed significantly (.05 level) for 24 of the 127 options. Percents for each group for each of the 24 options that had significantly different responses for the three groups are shown in Table 7. Although item stems are not given, in most instances the stem is not critical to understanding the thrust of the option. In those instances, an indication of the item stem is included in parentheses.

Table 7

Classroom Situation Survey Items (Options) for Which Differences Among Cohort 1, Cohort 2, and A Cohort 2 Comparison Group Were Significant

Percent Above Median			Item
Coh.1	Coh.2	Cp. Gr.	
15	65	39	2.A. Remove him from P.E. and involve him in intramurals
15	59	33	3.D. Explain to her that her grade will suffer if she does not follow directions
54	59	23	3.G. Encourage her to seek assistance from a peer
69	24	50	4.E Explain to how important it is to follow the rules and be courteous
46	18	6	4.H. Observe and provide the students feedback on their behavior
8	53	39	5.C. Give the one student extra credit and move on
15	53	67	6.F. Ask the other teachers if they feel the same way
62	71	17	8.E. Tell the year you were born and have them figure it out
38	76	22	10.C. Reduce the number of problems he has to do (Boy doesn't write well)
8	53	33	10.E. Spend this time to practice his handwriting
54	71	28	11.B. Praise those working hard (Students not staying on task)
46	65	22	11.C. Change the activity
8	76	50	11.D. Give them a reward if they finish their work
46	24	0	11.F. Have them work in cooperative learning groups
62	12	33	12.A. Continue with the other students and talk to him later (Tantrum)
15	59	33	12.F. Send him to time out
8	82	33	12.G. Send him to the nurse or counselor immediately
23	71	28	14.B. Take away recess time each time you hear the word and gradually escalate the severity of the punishment (Profanity)
31	71	37	14.E. Chew her out because you will not tolerate this
15	53	67	14.F. Give the responsibility to the principal
23	71	44	16.D. Write the child's name on the board and keep him in for recess or put her in time out
15	41	61	17.B. Explain that looking on other's work is cheating
			17.E. Give praise to those doing their own work
15	47	72	19.C. Take a little bit off their grade

In the Human Technologies in Teaching course, a great deal of emphasis is placed on developing responsibility in teacher and the child. Thus, the (prospective) teacher is encouraged both to assume responsibility and, when appropriate, to shift responsibility on to the child. This probably partially explains why Cohort 1 students responded the way they did to items 3D, 3G, 4E, 4H, 6F, 8E, 12A, 12F, 12G, 14B, 14E, 14F, 16D, and 19C. Students in HTT also are encouraged not to deal arbitrarily with students. This probably partially explains Cohort 1 student responses to 2A, 12F, 12G, 14B, 16D, and 19C. In HTT, students are taught cooperative learning as a strategy for teaching and are encouraged to use it; this probably is why a number of them chose to shift to a cooperative learning task for 11F.

- **What impact does the University of Nebraska Extended Elementary Teacher Education Program have, at the end of student's second year in the program, on selected items of the prospective teacher's professional knowledge and performance?**

The information in this section related to the prospective teacher's knowledge is from the final examination for Human Technologies in Teaching (HTT); that for performance is from videotapes of EETEP students in the HTT.

Knowledge and Understanding.

The final examination for the HTT has both multiple choice and essay questions. Questions on the multiple choice portion were scored as correct or incorrect; questions on the essay portion were analyzed both qualitatively and quantitatively.

Multiple Choice Portion of Human Technologies in Teaching Final Examination --As indicated above, the final examination for the Human Technologies course contains questions from (1) cooperative learning, (2) classroom management, (3) development and Bruner's concept of scaffolding, (4) wait-time, and (5) feedback. The test contains five parts drawn from these areas of questions. The cooperative learning part has 50 points possible, classroom management -- 36, development and scaffolding -- 16, wait-time -- 10, and feedback -- 10. Table 8 shows the mean scores for the experimental and control groups; Table 9 gives the analysis of variance for the data.

Table 8

Mean Scores, Total Test and Subtests, for EETEP Cohort 1 and Comparison Group on Multiple Choice Portion of Human Technologies in Teaching Final Examination

Group	Total Test	Cooperative Learning	Classroom Management	Development/ Scaffolding	Wait-Time	Feedback
EETEP	105.77	43.85	28.69	14.38	8.08	9.00
Comparison	84.15	32.08	24.69	11.54	7.15	7.23

Table 9

Analysis of Variance for Total Test and Subtests for EETEP Cohort 1 and Comparison Group on Mutltiple Choice Portion of Human Technologies in Teaching Final Examination

Group	Total Test	Cooperative Learning	Classroom Management	Development/ Scaffolding	Wait-Time	Feedback
F Value	104.42	104.58	10.00	52.63	4.08	24.05
df	1	1	1	1	1	1
PR > F	.0001	.0001	.0042	.0004	.0548	.0001

As indicated in Table 8, the experimental group mean exceeded the control group on each section of the test as well as on total score. Furthermore, as shown in Table 9, the differences for the total test and four of the five subtests are statistically significant. Only on wait-time did the difference fail to achieve significance.

The results shown in Tables 8 and 9 should have been expected, because the Human Technologies in Teaching course instructors based the examination that was given to the EETEP and comparison groups on the content of the Human Technologies in

Teaching course. However, this result also gives credence to the faculty and teacher surveys which showed that the content taught in the Human Technologies in Teaching course is not covered in the regular methods courses.

Essay Portion of Human Technologies in Teaching Final Examination

Both the EETEP Cohort 1 students who completed the HTT course and two comparison groups of students completed essay questions as well as the multiple choice portion of the HTT final examination. Cohort 1 students were required to answer two of four questions; comparison group students answered one of two questions. Instructions and questions were as follows.

For the questions that you choose, you should assume that you have been asked to teach a demonstration lesson, as specified in the question. Your task is to plan a lesson. You should report (a) what information you would want to have about the class, (b) what you will try to accomplish in the lesson, (c) what teaching strategy you will use, (d) what activities you will have the class do. (e) what your role as the teacher will be and what issues you will be especially alert to, (f) how long the lesson that you hav planned likely will require, (g) what criteria you will use for judging the success of your lesson, and (h) how you will determine whether the students have achieved what you wanted to achieve.

1. There are twenty-one students -- ten boys and eleven girls -- in this socioeconomicaly mixed class of fourth graders, some of whom prefer not to sit by certain other students. You have been asked to introduce the class to story problems, each of which involves a single process but the correct process for a given problem may be addition, subtraction, or multiplication. The class has already been taught each process separately, including both story and non-story formats.

2. There are nineteen students -- eleven girls and eight boys -- in this class of second graders. All of them walk to school. Two of them are classified as gifted; four others are pulled out for a portion of the day for remedial reading in the Chapter 1 program. You have been asked to teach a lesson that will help them become acquainted with their school and community neighborhood.

3. There are twenty-four students -- thirteen girls and eleven boys -- in this ethnically mixed class of second graders, some of whom do not have English as their first language but all of whom have been in U.S. schools for two years. You have been asked to teach a lesson that will increase class members' science-related vocabulary.

4. There are twenty-two students -- eleven girls and eleven boys -- in this racially mixed class of fifth graders, some of whom prefer not to sit by certain other students. You have been asked to introduce the class to long division in which the remainder is treated as a decimal and is rounded off to the nearest tenth.

EETEP students were required to answer either questions one and three or two and four; comparison group one students chose between questions one and two; comparison group two students chose between questions three and four. EETEP students who had completed some methods courses and who were leaving the program as well as their matched partners in the comparison groups were not included in the analysis of essay questions.

Five of the ten EETEP students included in the essay test analysis answered questions one and three; five answered questions two and four. Seven Comparison Group 1 students answered question one; three answered question two. Six Comparison Group 2 students answered question three; four answered question four. Only EETEP student answers to questions one and two were included in the following comparisons; thus, the eight responses (a-h) of each student in each group to one question constitute the data for this analysis. A summary of the responses appears as Table 10. Each major heading in Table 10 contains information for its respective lettered item in the essay question instructions (a. information would like to have, b. try to accomplish, c. teaching strategy, d. class activities, e. teacher role, f. lesson length, g. criteria for lesson success, and h. how determine whether students have achieved as desired.) Within each major heading, data are further subgrouped according to categories of responses. Numbers within Table 10 are the sums of individual responses. For example, one EETEP student requested five items of student information (what each student knows about addition, subtraction and multiplication; each student's developmental level; which students don't work well with others; which students can read [so that there are no groups with all non-readers]; and student names); each of these items was counted as a separate request for information. This same student wanted to know the class experience with cooperative learning. This was counted as a single contextual request. The data summary shown in Table 10 are descriptive only. No inferential analyses were completed.

Table 10

EETEP and Comparison Group Responses to Essay Questions from Human Technologies in Teaching Final Examination

	Group		
Instruction Item	EETEP	Comparison 1	Comparison 2
A. Information requested (items)			
1. Student information	29	6	14
2. Contextual information	11	11	5
3. None requested		(1)	
Total	40	17	19
B. Desire to accomplish			
1. General social	4		
2. Specific social (cooperation)	3		2
3. General Knowledge	12	6	4
4. Specific Knowledge	2	4	5
5. Miscelaneous	1		1
6. None listed			(1)
Total	22	10	12
C. Teaching Strategy			
1. Active Strategy (Name only) (e.g. Hands on)		11	4
2. Passive (Teacher Talk;name)		3	3
3. Passive (Details)			1
4. Coop Learning (Name only)	4		2
5. Coop Learning (Details)	6		
6. None listed		1	2
7. Did not know meaning.		(1)	
Total	10	17	12
D. Class Activities			
1. Total Class	20	14	5
2. Small Group	18	3	4
3. Individual.	4	7	5
Total	42	21	14
4. Organized sequence of two or more activities	9	4	
5. Two or more activities without clear sequence		3	6
E. Teacher Role			
1. Instruct, guide, inform	5	3	5
2. Other content matters	11	3	5
3. Social matters	27	9	10
4. Miscellaneous	1		
Total	44	15	20

F. Time Required			
1. 30 minutes or less	1	1	3
2. 30 min. to one hour	3	2	3
3. One to two hours	4		1
4. More than one day	1	7	2
5. Throughout year			1
6. None given	1		
Total	10	10	10
G. Criteria for Lesson Success			
1. Outcomes - knowledge			
-- General	6	3	2
-- Specific	6	2	3
-- Abstract	1		3
-- Application			1
2. Outcomes - social			
-- General	10		5
-- Specific	2		1
3. Process	2	7	4
4. Nothing		3	1
H. Criteria for Student Success			
1. Outcomes - knowledge			
-- General	2	1	2
-- Specific	5	2	4
-- Application			2
2. Outcomes -- social			
-- General	4		1
-- Specific	2		
3. Positive Feelings		2	
4. Processes for obtaining	5	1	4
5. None given	2	4	

Data summarized in Table 10 reveal a few similarities and several major differences between EETEP and comparison group student responses to the essay questions given them. Similarities include contextual information requested in response to "a" and knowledge outcomes required for judging lesson and student success. Major differences appear for information requested about individual students (29 items for EETEP versus 6 and 14 for comparison groups 1 and 2, respectively), number of lesson objectives (22 versus 10 and 12), number of class activities (42 versus 21 and 14), specific recommendations for teacher role (44 versus 15 and 20), and social outcomes judged necessary for lesson and student success. Perhaps more important than the numbers of separate items listed is the "tying together" that occurred in the EETEP lesson plans, the best example of which is in the responses to the "class activities" question. In these responses, nine of the ten EETEP students listed two or more class activities and in each instance, the activities had a clear, explicit sequence. In the two comparison groups, 13 of 20 students listed two or more activities, but in only four instances were the activities clearly sequential.

Performance.

Videotapes of three Cohort 1 students -- one judged to be in the top third, one in the second third, and one in the lowest third of the group in their teaching performance — were reviewed to check on the reports they made in their analytic papers of their use of scaffolding, wait time, classroom monitoring and various cooperative learning functions. Student 1 conducted a lesson on paragraphs to a fifth grade class; Student 2, a lesson on the use of telephone directories to a second grade class; Student 3, a lesson on forming plurals from word ending in f to a fourth grade class.

The lesson on paragraphs that Student 1 reported was the second of two lessons on this topic. She already knew approximately what the students knew about paragraphs from the first lesson. She used this information as the basis for a review (a scaffold) at the beginning of the second lesson and then used that information to move to more advanced knowledge, that of finding their own topic and posing questions. This shows on the videotape. Wait time was used, and is apparent, particularly in the end-of-lesson processing. In some instances, Student 1 would ask a question and then try to clarify it before a student was ready to respond; however, she recognized this in her lesson analysis.

Student 1 exhibited instances of good classroom monitoring and some of failure to do so, as when she stood with her back to the class when she was at the chalkboard. Here again, however, she found this on her videotape herself, but also noted that the students were paying attention and no problems arose.

Student 1 used all aspects of cooperative learning effectively, moving systematically from establishing both academic and collaborative objectives, the latter somewhat belatedly, to assigning the students to heterogeneous groups, and finally to processing and closing of the lesson. She showed excellent focus on each of the major instructional issues dealt with in the class.

Student 2 also reported the second of two lessons, one on the use of telephone directories. She used both her awareness that most of the second graders in this particular classroom were in the early concrete stage and her knowledge of how much they already knew about telephone directories as the basis for scaffolding her lesson. She began with what they knew and then worked step by step with them by giving them a particular number to find, then helping them move through the book to find the page and the number. She also arranged the four places they were to look up in alphabetical order so that the task would be easier. All of this is reported in her paper and most of it apparent on the videotape.

Student 2 did not exhibit wait time very explicitly. Following a question, she would wait until students answered, but she did not wait prior to asking a question nor did she ask the sorts of questions that create pauses for students. She also had difficulty remembering to position herself so that she could see the entire classroom when she was working with an individual student. In both of these instances, however, she recognized the difficulty herself.

Student 2 followed the cooperative learning teaching strategy systematically from the establishing of academic and social objectives with her students and assigning them to heterogeneous groups -- pairs, except in one instance where she had to have three, to structuring positive goal interdependence and individual accountability (individual worksheets) to providing closure to the lesson. Again, all of these steps are readily identifiable on Student 2's vidoetape.

Student 3 also reported the second lesson in a pair, teaching students how to change words ending in f to the plural form. She provided for heterogeneous grouping by using scores on a pre-quiz. Although she tried to build from the students' already existing knowledge, this portion of the lesson was confusing. It seems doubtful if the students understood clearly how changing words ending in f related to what they had already learned about forming plurals.

As with Student 2, Student 3 seldom used wait time in her teaching, a fact that she also became aware of while watching her videotape. "The best way I can think of to solve this problem would be to count to six. I would count to six because I know that I would count faster when I'm teaching."

Although Student 3 positioned herself well during the time the cooperative learning groups were working, she did have a tendency to turn her back to much of the class and focus on a single student or group when someone asked a question. However, she also became aware of this during her review of the videotape and discussed it in her report.

Student 3 used many of the steps in the cooperative learning strategy, but not in as orderly a fashion as Students 1 and 2. Both the lesson introduction and closure were abbreviated. Neither lesson content nor cooperative behaviors was processed thoroughly. Students were identified by quiz scores and assigned heterogeneously to groups, but it is not clear that Student 3 used this information in assigning roles within groups or that she was aware of it as she monitored the group activity. Student 3 progressed between her initial teaching and the final lesson, but not to a point of full mastery of cooperative learning or the assigned teacher behaviors.

Project Implementation

As indicated above (page 2), we organized our thinking about project implementation around five principal questions: (1) How do students experience the EETEP? (2) What is the instructional content in the three courses and blocks of courses explicitly designed for the EETEP? (3) What effect does the EETEP have on student selection of courses as related to the change in general education requirements? (4) How did various key persons in (a) Teachers College and (b) Lincoln Public Schools experience the EETEP? (5) What policies were in effect in 1985 at the University and in the Lincoln Public Schools that affected the initiation of the EETEP? Thus, the discussion of program implementation is organized around these five questions.

- **As revealed in their journals or papers, how do students experience the processes of the EETEP, including the early field experience, cooperative learning, managing a classroom, and planning a lesson adapted to children's development and level of content knowledge?**

James Roach, a doctoral student in education who is completing a dissertation that involves extensive ethnographic techniques, read, holistically, the Cohort 1 student journals from the first two semesters of early field experience. He then prepared a report about his interpretation of the journals. (Full Report, Appendix C, this report)

As he read the journals, Roach asked himself the following questions. The answers to these form the body of his report.

1. Do the journals show improvement in the student's ability to open and honestly express their feelings, describe their professional and personal settings, make use of perspective and certain other attitudes that make journaling the valuable tool it can be? Are they learning how to keep a useful journal? (It may be not all together the student's fault if the journals are not useful - the EETEP staff may have intended the journals to be for teacher monitoring of progress not for student ongoing, self-evaluation.)
2. Do the journals show the traditional signs of burnout? Are the issues that surround the burnout process for the professional people worker showing up in the student journals?
3. Can we see indications of whether and how EETEP students have changed over a period of 18 months in their attitudes/relationships toward peers, classroom and coooperating teachers, students, parents, and commitment to a teaching career?

According to Roach, "The ability of each student to express themselves in writing varied at first but by the end of the second journal keeping period, they all had gotten into their own comfortable and identifiable style of expression." He then adds that a comparison of the first few pages with the last few pages of each journal reveals substantial difference in expression, with the perspective moving from observer to participant. "At the start . . . (are statements) . . . about they and them and she and him; first person opinion runs rampant; people are described like inanimate objects; great details about shapes, colors, sizes and the like are recorded. At the end you have nearly total expression of feelings, hurts, losses, joy, pride, love, hate, concern; you have inanimate objects (such as buildings) now taking on personal attributes." (p. 5)

According to Roach, the most obvious change in EETEP students is the move from observer or uninvolved critic to participant. "There were two striking attitude changes . . . that impressed me." (p. 8) The first of these changes was that as the year went on "the cooperating teachers seemed to get a lot smarter." (p. 8) By the end of the two semesters "respect and understanding sometimes verging on 'awe'" (p. 9) has begun to emerge. "That does not mean to say that the students are 100% in agreement with methods and styles they are observing in the cooperating teachers rather they are recognizing different ways of doing things than their own. And most important they have learned to 'allow' and value the cooperating teacher's classroom style and methods." (p. 9)

The second change that Roach noted was growing respect for UNL faculty. Roach indicates that there are signs of fear of Dr. Egbert. He is viewed as "demanding, difficult, hard to understand, not organized, too organized." (p. 9) By the end of the journals, most of the students viewed EETEP as a team. This team includes Dr. Egbert, not only as an authority figure, but as a team player.

Another issue where Roach noted growth among EETEP students was in relationships with each other. In one specific set of journals, a professional colleague relationship appears to be developing. "What we have going on with these two students by the end of the journals is professional peer support; and it does not just happen all at once. Each student begins to acknowledge the talents of the other and to recognize and value those gifts. This relationship is not unlike the one students have developed with the cooperating teachers - respect, appreciation and a sense of being a team." (p. 10)

Finally, Roach noted changes in attitudes toward students and their parents. Preservice teachers seemed to have at least 40 to 50 close friends. "What comes through in the journals very clearly is the movement from the students as 'them' to Sue, Bruce, Billy, Mary with individual personalities, backgrounds, who have different needs and abilities. Too, early in the journals there is almost a critical attitude toward either the school, the neighborhood or the parents. If the school, the neighborhood or the parents would get their act together then these kids wouldn't have so many problems. . . Even at the end of the journals there are questions about family settings and community situations but they are now a part of the picture that includes the (preservice) teacher doing what she can to change those things yet recognizing the limitations a teacher has in making those changes." (pp. 10-11)

- **What is the instructional content in the courses and blocks of courses explicitly designed for the EETEP, including the Human Technologies in Teaching course and the blocks dealing with (1) Language and Literature and (2) Teaching Mathematics, Natural and Social Sciences in the Elementary School?**

Human Technologies in Teaching and Associated Field Experience. This course is currently being revised, based on the first semester's experience in teaching it; however, most basic features will remain unchanged. Essentially, students are taught single instructional strategy (cooperative learning), an approach for planning curriculum and instruction adaptations appropriate for the children being taught (scaffolding), selected principles of classroom management, and selected teacher behaviors, including wait time, pacing, and feedback. Initial instruction on each topic is presented in a campus classroom; students have a variety of activities including micro-teaching and computer simulations. Students then work with the University instructor and their cooperating teacher in planning and teaching a lesson that uses, in succession, cooperative learning, scaffolding, teacher behaviors, and aspects of classroom management. Content is cumulative, that is, students add scaffolding to cooperative learning and then add teacher behaviors to cooperative learning and scaffolding. Thus, students incorporate all that they have learned in the final lessons that they teach.

Each lesson that the student teaches is videotaped and then reviewed by the student, colleague students, and the instructor. Students make a detailed analysis, in writing, of one of their final two lessons.

The major change that will be made in Human Technologies in Teaching from the first time it was taught is that, the first time, students spent two weeks on campus learning about cooperative learning before they went to the school classroom. This meant that they were unacquainted with their elementary students the first time they taught and relatively so for the first two or three lessons. The next time the course is taught, each student will be assigned to a cooperating teacher and will begin working with teacher and students at the beginning of the semester. This will correct what seemed to be the most difficult and pervasive problem of the course. Some other changes of lesser importance also will be made. (The original syllabus for HTT is in Appendix A.)

Language and Literature Block and Associated Field Experience. -- The Language and Literature Block combines the essential content of three methods courses taught in the regular elementary teacher preparation program: reading, language arts, and children's literature in a single nine-semester-credit hour block and an associated four-credit hour field experience. The Block is built on the premise that language and literature are the bases of all content areas. The language arts (reading, listening, speaking and writing) are not subjects in themselves, but are concerned with the development of communication that is relevant, correct, clear, imaginative, and effective. Certain tools assist this communication, including spelling, handwriting, grammar and usage, creative dramatics, storytelling, and others. The application of these tools to effective methods of teaching children to read is an important focus of the Block.

The content of the Block reflects the findings from the report of the Commission on Reading (Anderson, 1985), as well as content from Pearson's (1985) review of research on vocabulary and comprehension; it also presents reading instruction as integrated with all of the language arts and with other content areas as suggested by Weaver (1987) and Hansen (1987). The related nature of reading and writing provides backdrop for the formation of a "writing community" as described by Calkins (1985). The Block also encompasses the emerging literacy behaviors described by Teale and Sulzby (1986) as well as the composition/comprehension processes of middle grade students in content areas (Atwell, 1987).

The syllabus for this block was formulated during the summer of 1987; it is being taught for the first time during first semester 1988-89. (This syllabus appears in Appendix A.)

Teaching Mathematics, Natural and Social Sciences in the Elementary School Block and Associated Field Experience. -- The Teaching Mathematics, Natural and Social Sciences in the Elementary School Block is an integration of three separate courses in methods of teaching mathematics, science and social studies. This block emphasizes the role, content, materials, and trends of mathematics, science, and social studies in childhood education. Course objectives center around (1) the child, (2) the nature of mathematics and the natural and social sciences, (3) instructional planning, (4) school objectives for mathematics and natural and social sciences, (5) teaching strategies and instructional materials, and (6) evaluation. A major unit is built around each of these dimensions as well as one that includes such special topics as maps and global skills, controversial issues, censorship and academic freedom, the teacher as a professional and the use of laboratories, including safety.

This block was planned during summer 1988; it will be taught for the first time second semester 1988-89. (The syllabus that will be used the first time this block is taught appears in Appendix A.)

- **As revealed in student transcripts, what effect does the EETEP have on selection of courses by elementary education students in the first three years of their program?**

Program planners and evaluators often wonder whether reality approaches intentions. Thus, even though EETEP planners built course requirements that differed from the regular program into EETEP, we were not certain how these planned differences would be revealed in courses actually completed. In order to answer this question, a transcript analysis was completed for the 10 EETEP students who remained in the program at the end of second semester 1987-88 and a group of ten students in the regular program who had similar grades and ACT scores.

In many fields and specific courses, EETEP students and students in the regular program had completed similar enrollments by the end of the junior year. In some instances, these were specific requirements of all elementary education students, for example the art elements, educational foundations, human development, educational psychology, mathematics, music and physical education courses (20 semester hours for each student). In other instances, they simply filled general education requirements, for example art history, biological science, chemistry, composition, foreign language physics, political science, psychology, sociology, speech, and theatre (approximately 25 semester hours per student).

Although the similarities in courses completed between EETEP and regular elementary education students are important, even more important are the differences between courses completed for they indicate whether, by the end of the junior year, EETEP and regular program students have actually taken different courses, and, hence, are having different academic experiences.

Several major differences in Arts and Sciences courses taken were found between EETEP and regular program students. Although, because of program requirements, each of these differences was anticipated, they do reveal divergent programs. A typical EETEP student, for instance, completes one course in geography, one in geology and two in history; the typical student in the regular program completes one course in either geology or geography and one in history. On the average, EETEP students complete two courses in composition and four in literature; on the average, students in the regular program complete one course in the regular program and one in literature. These differences exist because of EETEP's higher general education requirements and the fact that it also requires either a major emphasis or two minors other than elementary education.

Differences also exist in the professional education program courses completed by the end of the junior year. Essentially, the differences are between methods and field experience courses. EETEP students have completed six semester hours of field experience and Human Technologies in teaching, but no methods courses; regular program students have completed two semester hours of field experience and, on the average, more than fourteen hours of methods courses. When EETEP students have completed all of their methods courses, they also will have completed a total of approximately twelve semester hours of field experience; when regular program students have completed all of their methods courses, they still will have completed only two semester hours of field experience, plus some directed field experience connected with some of the methods courses.

• How did various key persons in Teachers College and the Lincoln Public Schools experience the initiation and implementation of the University of Nebraska EETEP?

Two interview studies were completed by persons outside the EETEP staff to determine how key persons in Teachers College and the Lincoln Public Schools experienced the initiation and implementation of the Extended Elementary Teacher Education Program. These two studies constitute Appendix B of this report. Both researchers, James Roach, a doctoral student at the University of Nebraska, and Leslie Thompson, a teacher in the Lincoln Public Schools, were given categorically organized lists of names from which they selected randomly, except for persons occupying key positions. Furthermore, they were instructed to keep the details of all interviews confidential, except where only one person occupies that role, e.g., the dean of Teachers College. In those instances, they were instructed not to attribute a statement or idea to that person/role without explicit permission to do so.

Interviews with University Administrators, Faculty, and Students. From a list of forty-three names Roach (Appendix B, this report) interviewed seven students (three from Cohort 1, three from Cohort 2, and one former student-participant), and thirteen members of the faculty and administration of Teachers College. Everyone with whom an interview was requested complied with the request.

In his report, Roach indicated that he permitted interviewees to talk about whatever they wanted to discuss. At first, some of what they said seemed tangential, but when the same topics came up repeatedly, it became clear that these were not tangents but subjects closely connected to the process of EETEP's development. (Roach, Appendix B, this report)

Students in Cohorts 1 and 2 were in substantial agreement in their responses to interview questions, differing only in response to how they had been involved in program planning. Even on this question, they all reported being involved in various ways, including influencing decisions about their field assignments. Cohort 1 students also referred to themselves as guinea pigs, but not in a negative sense. All students exhibited pride in their program, but "there was a special tone to cohort one students' expression that marked them as somehow 'being leaders', 'breaking ground', . . . 'never being bored because you never know what is going to happen -- for sure.'" (p. 3) One student said "I have a friend who says she gets tired of me going on about what we are doing. She is just jealous." (p. 4) Cohort 2 students did not make similar statements; they seemed have more of a feeling of an in-place structure than did Cohort 1 students.

Students commented that their opinions were sought, but they didn't know how seriously their comments were taken. One student suggested that when they are represented on the Planning Committee, which will begin First Semester, 1988, they may feel as if they are making more of a contribution to the program planning.

Students were fairly consistent in describing the program as one in which they would be better prepared to teach. Some suggested that EETEP should be the preferred program for future teachers. In fact, they did not seem to perceive the regular program, about which they were informed by discussions with other students, as an alternative to EETEP. "What was a little more interesting is that both students (who were asked about their sources of information about the regular program) have talked with former home town teachers and principals about EETEP. The feedback from the latter group was very positive and gave a sense that they were indeed in a superior Teacher Education program." (p. 4)

Roach stated that no students volunteered comments about the program's five-year requirement before certification. (The three non-EETEP faculty felt that it was going to be a burden.) When he raised the issue, two of the six students agreed that an additional year might be a financial burden but it was not going to stop them. They seemed to feel that the time and costs are normal for what they are receiving.

The cohort system is viewed as an important aspect of EETEP. Students have a strong sense of togetherness. "Some of my friends think it is cliquish; I guess it is but we have so much in common that it is hard not to feel like a family." "The University is too big; normal classes are too big; my cohort is just right." (p. 5)

Students spoke positively about their early classroom experiences, including taping, viewing and discussing the classroom experience with faculty and peers. "At first it was uncomfortable, but it's simple now." (p. 6) At least some of the students intend to continue their journaling, and, when possible, the videotaping. "Now I can't imagine not doing those sorts of things and I wonder why everyone doesn't do it." (p. 6)

Students feel that the elementary school classes they serve in are affected by their presence -- additional help for the teacher, working with children, and providing opportunities for the teacher to try new ideas. One student emphasized the importance of the variety of experiences in EETEP. "I cannot imagine teaching for eight or nine weeks in one Lincoln Public School classroom and then going out into the real world. We are able to see a mixture of students as well as different teaching methods being used by different teachers." (p. 7)

Most of the students referred to the requirements of the EETEP course work compared with the regular program. "My friends in Teachers College don't have half the work I do." "Sometimes, like last week (final examination period) I wish there wasn't so much to do." Despite the work, or possibly because of it, students seem to feel a bond with EETEP faculty. ". . . really cares about us. They all do. . . " "I just can't believe the amount of time they spend on us." (p. 6) Students appeared to feel satisfied with communications.

The Dean of Teachers College and the Chair of Curriculum and Instruction both think that EETEP is important to the College and the Center. Innovation, according the them, can create difficulty among staff and EETEP has created some anxiety. Anxiety can be heightened when those sponsoring innovation are outsiders, and some of the EETEP staff members are seen as outsiders to the elementary education program. The dean and department chair see the anxiety reducing, however, as some faculty begin to feel more comfortable with differing perspectives. They also feel that some EETEP ideas are beginning to filter into the regular program.

When asked about the cost and future of EETEP, neither the dean nor the department chair expressed concern about the termination of OERI funding, because the major cost of the program is faculty involvement, which is not paid for by OERI. What could stop the program, according to the dean, would be ". . . the loss of (the project director). This is the reason the cadre (of faculty in EETEP) must grow." (p. 11) The chair's analysis paralleled that of the dean, but he added the idea that time and experience reduce the importance of the current project director to the program. "If, for some reason, he would not be here, the program might look a little different but it would continue." (p. 12)

Roach interviewed essentially two groups of faculty, eight who had been involved with EETEP and two who had no connection with it. Those who have worked with EETEP view it as being experimental in nature, an alternative to the regular program, and as a way of getting the student more practical, on-site experience. "EETEP is not going to take over the regular program . . . it is an alternative, separate program that has different methods. It needs to be kept small." "We are a research institution and this is the sort of experimentation we should be undertaking." (p. 14)

Both of the non-involved faculty raised questions about what was being promised the EETEP students. They suggested that students are being promised that they will be better prepared and therefore more employable. "That's a lie. You can't make those promises. We have no way of knowing; we have no proof; we haven't run an experiment that would prove such statements." (p. 15)

All faculty interviewed had the clear feeling that the additional year will allow EETEP time to give additional preparation -- "more hands on, in the classroom and variety" of experiences. "When I asked if this will make for a better teacher I got some interesting responses bordering on indignant. 'Of course. You don't add a year expecting to produce less quality!' 'All of the professions are doing it (adding a year for a professional degree). Why should teachers be any different?'" Although generally, there was a feeling that we won't really know until the first cohort is in the field, one person who is helping prepare the second methods block said that "the EETEP students are at a higher or different level than the students in the regular program." (p. 15) One of the faculty members, not in Teachers College, said that he had two EETEP students in one of his courses,". . . they have a depth and maturity that sets them apart from other education majors that I see and I find I treat them differently. They are convinced, confident and have a pride in what they are doing." He continued by saying that he was impressed with their enthusiasm and excitement about teaching. "One (of the EETEP students) knows that she is special; she really is proud of what she is doing. . . almost too proud. But we can deal with that later! It is so refreshing to see someone excited about teaching and wanting to do a good job." (pp. 15 & 16)

Each faculty member interviewed had something to say about EETEP that was innovative and probably should be done in other programs. For one of the uninvolved persons, "I ticked off what I understood was going on in the way of innovative things: cohorts, taping, journals, variety of teaching settings, general education courses, early and substantive involvement in the classroom. 'Those are all worthwhile projects, but how can we do them in the regular program - we have too many students; the time it would take would be unthinkable. We have talked about a lot of those things and maybe we will find a way to do them.'" (p. 16)

The more involved those interviewed were in the program, the better their feeling about the level of communication from and with the project. Those on the Planning

Committee indicated that communicating with the department and college was difficult because of the number of small groups involved. One of the uninvolved said, "I need to know what is going on and if I disagree, have a chance to say so." Faculty members who have not been involved directly with EETEP indicated that they knew little about EETEP. "I don't know what they do - it is all a secret I think." (This same individual said that he had been asked for input into general education courses.) "It took us a year to get someone to tell us about the program . . . and she was very helpful." "No other reports about it except from students." (p. 14) Another of the uninvolved said, "If I really wanted to know about EETEP I could find out. No one is trying to hide anything." (p. 14) Another image from faculty who were not involved was elitism -- a five-year, Holmes-like program.

One important index of a program's meaning is the effect that people perceive that it has on them. Roach stated that "The general thrust of the response to this question was that it was a new, refreshing, exciting, challenging program that brought life into their professional and personal existence." (pp. 18 & 19) As quoted by Roach, one faculty member said, "When you journey out on your own you are less likely to have new ideas. EETEP has been a source of inspiration and new ideas for me." Another one stated, "I want Teachers College to be on the cutting edge of new and better programs. EETEP is that sort of program." (p. 19) And, from a little different perspective, one faculty member commented on how the cooperative efforts in EETEP might have a positive effect on students. "There has been good collegiality; cooperation among faculty; cooperation between faculty, students and counselors; all of this is good modeling for future teachers." (p. 19)

Interviews with Lincoln Public School Teachers and Administrators. Thompson (Appendix B, this report) interviewed four administrators (a consultant, the associate superintendent, and two principals) and eleven teachers. Involvement of those interviewed ranged from nothing more than being a teacher in one of the buildings where EETEP students were assigned to being a member of the initial steering committee to set the goals and do the broad planning for the EETEP. Three teachers had never been directly involved with the program, three teachers and one principal had worked with EETEP students for one semester, one teacher was involved with the program for two semesters, and four teachers and one principal were involved with the program for all three semesters, including Human Technologies in Teaching, that EETEP students have worked in classrooms. Six of those interviewed by Thompson have helped in planning one or more aspects of the EETEP.

Teachers described the EETEP as being a five-year teacher education program that emphasized early field experiences; administrators added to this description that the program is research-based, bridges theory and practice, and that students are helped to interpret their involvement in the classroom. Both teachers and administrators supported the early and more extensive involvement as helping students become better prepared to teach. Teachers and administrators reported that through the early and intensive involvement of EETEP students in the classroom, someting significant and positive is being accomplished in teacher education. The levels of commitment, ability, and responsibility are felt to be much higher for EETEP students than for students in the regular teacher education program at the University. Thompson also reports, however, that whether EETEP produces added commitment in students is an open question; perhaps the program simply enrolls students who already are more committed to teaching.

Cooperating teachers felt that EETEP students gain a variety of insights about teaching, grow in their understanding of children, and learn about such practical aspects of teaching as in-depth planning and the logistics of moving children and organizing supplies. They have to "grapple with problems not normally thought about until they are teaching." (Thompson, p. 4) As a result of this struggling, teachers perceive that EETEP students gain in self-confidence and poise.

Teachers working with EETEP students in the Human Technologies in Teaching course view their role as that of a guide, of offering the students ideas and sharing materials and then allowing the students to choose and plan from the suggestions made. EETEP students were described as reliable and conscientious in meeting their teaching responsibilities in HTT.

Thompson stated that school personnel made it clear that outgrowths of the EETEP are benefits to the elementary school children, and to the teachers themselves. Children were said to benefit from different teaching styles and involvement with additional, positive adult role-models, as well as with an improved teacher student ratio that allowed for more individual attention and tutoring. Eight of the eleven teachers noted benefits to teachers. EETEP students were viewed as positive and enthusiastic and having fresh ideas. One teacher said, "Even the hermits began crawling out of their holes to show interest in the program." (p. 5) One principal and one teacher said that EETEP students "are learning to ask better questions, therefore teachers are required to answer better." (p.5)

Although teachers and administrators view EETEP as having benefits, they also recognize problems in the program. The program "has many loose ends and (lacks) consistency in teacher expectation," according to one principal. (Thompson, p. 6) Teachers express frustration about an unclear job description. Particular frustration was expressed about what was expected of them in working with students in the Human

Technologies in Teaching course. Teachers and administrators also felt communication could be improved.

A final concern on the part of the school personnel is program cost. EETEP is viewed as a labor intensive program that the University may not be able to afford. According to Thompson, "The only negative comment one teacher could make about EETEP was 'disappointment and frustration: that the cost of the program would not allow it to continue.'" (p.6)

Lincoln Public School Administrators view EETEP as a good model of collaboration. They reported that the University requested and respected school input in developing the program. "The University has bent over backwards to include Lincoln Public Schools' teachers and administrators in planning" coursework. (p. 6) Administrators also felt that the University has adjusted the program well as suggestions were made by teachers and others.

Thompson reported that school officials question the University's commitment to the program. They wonder whether the desire to collaborate extends beyond the small group of faculty working directly with the EETEP. They also wonder about teacher commitment. EETEP requires more effort by University faculty; it also requires more time from classroom teachers. Will the present intense interest continue? One principal suggested that a staff member in each building should be assigned as liaison between the University and the school.

Thompson concluded by saying, "EETEP is viewed as a program that 'sounds impressive' in what it is attempting to do. As a model, it is 'thoughtful, analytical, innovative, research-based, collaborative and cooperative.' As a result, EETEP students are seen as being 'more thoughtful and analytical who have better skills earlier.' . . . While problems with communication and the expectancies of cooperating teachers have been areas of concern, cooperation between the two institutions can be improved by increasing the amount of time cooperating teachers spend with university faculty learning about the program." (p. 9)

- **What policies were in effect in 1985 at the University of Nebraska-Lincoln, in Teachers College, and in the Department of Curriculum and Instruction, as well as in the Lincoln Public Schools, that related to the initiation and implementation of new programs of instruction and research and what effect did these policies have on the origins of the EETEP?**

As indicated above, the researcher (England, 1988; Appendix D, this report) reviewed pertinent documents and interviewed both University and Lincoln Public School policymakers as well as those responsible for developing the Extended Elementary Teacher Education Program, as the basis for considering policies that either facilitate or hinder the initiation of new, university-based teacher education programs. Explicitly, England interviewed the UNL academic vice chancellor, the Teachers College dean, the chairperson of Curriculum and Instruction, the Associate Superintendent of the Lincoln Public Schools, and the EETEP project director. She also reviewed official UNL and Teachers College policy manuals and other documents.

"The success of any organization is dependent upon the initiation and implementation of programs that will lead it into the future." (p. 1) As England also said, "New programs . . . do not 'just happen.'" (p. 4) Instead, "Programs and activities can usually be identified as outcomes of implementing policy." Thus, the purpose of the England report was to explore the policies in effect at the University of Nebraska-Lincoln (UNL) and within Teachers College and the Center for Curriculum and Instruction to see the extent to which the initiation of programs such as EETEP was actually encouraged and facilitated.

In her reviews and interviews, England exmined the fundamental question as to whether policies were in effect in 1985, at the various organization/administrative levels of the UNL, for which a desired outcome would be the initiation and implementation of an innovative instructional program -- with related research -- such as the EETEP. (Although, as England points out, EETEP refers only to the preservice component within a larger program that also includes a teacher educator program and related research activities, EETEP will be used in this portion of the report to refer to the total, three-component program. The total program is important here because the research about EETEP constitutes a major portion of the research being conducted by some EETEP faculty members. Thus EETEP is not just a modified instructional program, as it might be in an Arts and Sciences or an Engineering department; it is instead a major new program of teaching and research.) All three levels of organization (department, college and university) were studied because the mission and by-laws of successively higher levels in the structure affect both the mission and activities of lower levels. One of the critical policy decisions made at higher levels is who makes what decisions. (Clune, 1987) Sometimes the choices that lower levels can make are spelled out in by-laws; sometimes the choices permitted are administratively determined.

The UNL Mission Statement describes the traditional three functions assigned to all Land Grant Universities -- teaching, research, and service. All academic units within the University are expected to participate in each of these functions. UNL Bylaws establish four official bodies with authority over new program development. (1) The Academic Planning Committee recommends goals in the areas of education, research and extension, procedures for studying and evaluating new and existing programs, and assessing resources needed to meet goals as well as judging whether or not they are available. (2) The Teaching Council was formed to encourage and support the improvement of instruction and learning. (3) The Research Council is intended to encourage the development of research throughout UNL. (4) The Curriculum Committee reviews and approves proposals for course additions, changes and deletions. Even though these bodies are described explicitly in terms of their intended effect on program development, they appear to have little practical implication for programs like EETEP. The Academic Planning Committee, for example, deals largely with major directional changes within the University, or whether or not a given program should continue to exist. The Teaching Council has a small amount of money that it typically gives for course planning. The Research Council, likewise, has limited funds that it uses to assist young faculty members begin their research programs, to fund travel to professional association meetings, or to fund bringing visiting scholars to campus. The Curriculum Committee does approve courses, but new courses can be taught on a trial basis several times before submission through the course approval process.

Three Teachers College committees have potential implications for program development: (1) the Undergraduate Teacher Education Council (UTEC), which is intended to encourage and facilitate coordination within teacher education, (2) the Teachers College Resource Allocation Committee that reviews department requests for permanent funding and makes recommendations to the dean, and (3) the Teachers College Curriculum Committee which reviews new course proposals as well as proposals for course changes that are submitted by departments. As is apparent from these brief descriptions, these committees do not actively foster new program development. Their functions, instead, are to analyze, approve, and recommend. The UTEC, for instance, approved the initial request for permission to develop and implement EETEP on a trial basis. Thus, although UTEC did not block the program's development, indeed it encouraged it, neither did the UTEC initiate its development. Functions of the Resource Allocation and Curriculum committees are restricted even more to monitoring, responding, and approving or rejecting ideas and plans advanced by others. College, policies, then, like University policies, as expressed through its committee structure, do not explicitly encourage the initiation and implementation of a program such as EETEP.

England's interviews verified the functions of the University and Teachers College committees, but they also provided different kinds of perspectives. The consensus of the UNL administrators interviewed was that there were not institution-wide policies that related explicitly to the development of programs like EETEP. Institution-wide policies do not have a deterent effect, but neither are they designed to support the development of such projects. Administrators, on the other hand, reported that Teachers College has an overall atmosphere that encourages change. Their attitude seems to be that individual faculty members should be allowed, through the absence of administrative roadblocks, to work on new ideas.

The EETEP project director presented a somewhat different perspective from that of the administrators about policies influencing the development of EETEP. He pointed out that when EETEP was being developed, Teachers College had a support position to assist faculty members in preparing proposals for funding. This assistance was key for two reasons: (1) it provided support necessary to complete both the design and the mechanics of proposal preparation and help in moving the proposal through the bureaucracy, and (2) the position's existence was an explicit statement to the faculty of the importance of developing ideas and seeking funding from outside the College. As it turned out, external funding was not essential to EETEP's existence, but it did influence the nature of the program.

According to the Lincoln Public Schools (LPS) Associate Superintendent, relations between Teachers College and the LPS are positive and mutually supportive. A contract between the two indicates the desire that they have to work together. When a substantative change is being considered, UNL always requests representation from LPS on the group considering the change. The Associate Superintendent said that EETEP is viewed positively and has the support of the LPS administration.

As England points out in her paper, policy implementation, the role of policy in program development, and who should make policies and under what conditions were discussed recently in separate but related articles by McLaughlin (1987), McDonnell and Elmore (1987), and Clune (1987), respectively. Principles described in these papers appear expecially useful in considering beliefs, policies and practices at UNL and within Teachers College and the Center for Curriculum and Instruction.

McLaughlin, as quoted by England (p. 5), states, "Organizations don't innovate or implement change, individuals do." England then adds, "Individuals must be provided with the proper balance of pressure and support for change to occur." (p. 5) Clune's (1987) theory of institutional choice applies to practices at UNL related to McLaughlin's statement that individuals innovate and implement change, but that they must be provided with the proper balance of pressure and support if change (progress) is to occur. For example, general guidelines for promotion and tenure, as well as assignment of merit pay, are described at the University level, but specific guidelines and initial determination of who will be promoted and tenured and how much merit pay will be given to individuals are formulated at college and/or department levels. Final determination is made by the University.

According to England, McDonnell and Elmore (1987) say that ". . . policies work when the resources of the institution -- money, rules and authority -- are used to influence the actions of units and individuals." (p. 5) McDonnell and Elmore describe four basic ways in which the institutions can use their resources to enable the policymaker to transform policy goals into action: Mandates, inducements, capacity building, and system changing. Promotion, tenure, and merit pay are all examples of inducements, with elements of mandates built into the processes. The individual faculty member must, for instance, meet the requirements for tenure during the sixth year. An example of capacity building would be if the University were to transfer an amount of the funds now administered by the Teaching and Research councils to the individual colleges for them to use in improving their teaching and research programs. Elimination by Teachers College of the support position intended to help faculty members prepare proposals and seek external funding is an example of reduction in capacity, in this instance, the capacity to secure external funding. England states that the range of instruments used by the College and University is consistent with the policy of allowing program development by not inhibiting it and by providing support for individuals who initiate activities and programs. Use of this range of instruments also is consistent with McLaughlin's perspective that change is made by individuals not by organizations as well as her notion that successful policy is produced by a combination of pressure (mandates) and support (inducements and capacity building).

VII. Discussion of Results.

Research results at the end of the first and second years for EETEP cohorts 2 and 1, respectively, were much as the literature would suggest they should have been. Conceptual levels did not change significantly, for example, for either cohort, nor were scores for EETEP students higher than those for matched groups of students in the regular program. Although scores for other intellectual processes did change, as indicated by scores from EETEP student journals, there is no indication that similar changes did not also occur with non-EETEP students. Clearly, if changes are expected in conceptual level scores, administrations must be made over a longer period of time than one year. In future cohorts, paragraph completion tests will be given during the first semester; in addition, administrations will be continued with all cohorts at least through the four years that students are in the program. Thus, for example, cohorts 1 and 2 will have the paragraph completion test during their final two years in the program.

EETEP students scored better on the multiple choice questions of the Human Technologies in Teaching final examination than did students in matched comparison groups; however, as already indicated, this result should have been expected, for the test was intended to measure outcomes from the course. On the other hand, the results do validate questionnaire results showing that students in the regular program are not taught cooperative learning, research-based elements of classroom management, scaffolding, and feedback. If knowledge of how to use these concepts is valued highly, then EETEP students are benefiting from being in the program.

Major differences were found in approach of EETEP and regular program students to lesson planning. EETEP students sought more information about their students than did their colleagues in the regular program; they also outlined far more activities to use during the lesson and viewed the teacher as having more responsibilities. Perhaps most important was the degree to which EETEP students tied together different aspects of their lesson plans. Nowhere did this show up more sharply than in their suggestions for class activities where nine of the ten EETEP students planned organized sequences of two or more activities; in contrast, only four of 20 students in the regular program did this. Preservice teachers also clearly grew in their perceptions of teachers, faculty and students during their early field experiences; some of them also began to form colleague relationships with other group members.

The transcript analyis provided useful information to the project, for even though, when course requirements are changed, we expect that students will enroll for different courses, experience suggests that actual change does not always conform to expectations. Thus, the major differences that were revealed between EETEP and the comparison group in the transcript analysis were gratifying. As EETEP and regular program students approach the end of their programs, the effects of some of these differences should show up in outcome measures as well as in student transcripts.

The two studies that were conducted through interviews with key persons in both Teachers College and the Lincoln Public Schools suggest that most persons who have been close to the EETEP, are supportive of it and feel that they have been appropriately involved. An exception was an elementary education faculty member who reported that EETEP has not properly communicated with him/her and has over-promised to students. Some teachers also reported that their role expectancies had not been fully communicated.

The policy study showed some differences in interpretations and expectations between administrators and EETEP staff. These differences should be reviewed internally; they also should be considered by both administrators and faculty members in other universities. Perhaps administrators need to be more overtly encouraging of faculty to initiate programs; perhaps faculty need to be more aggressive in what they attempt.

VIII. Implications for Improving Teacher Education.

After working on this project for almost four years, it is frustrating to have to say that talking about implications from it is premature, but that is the case. Until Cohort 1 students have completed at least a full year as teachers, what we perceive as occurring must be viewed as tentative. I am convinced that this program is producing first rate teachers; I would bet five years of my professional career on it. Indeed, that is exactly what I am doing. In my visits to classrooms where EETEP students are teaching, I see remarkable things taking place. As we are learning more about how to work with sophomore students just beginning in teacher education, seminar discussions with EETEP students are becoming increasingly lively, and a productive level of trust seems to be developing earlier. But, we have made some mistakes, some of which we do not understand. For example, of the twenty-three students admitted to Cohort 2, only six will enroll in the Human Technologies in Teaching course, although that number will be augmented by two students from Cohort 3 who are far enough along to move into Cohort 2. Some of the Cohort 2 students dropped out for completely valid reasons; others apparently have left the program because "their instructor," a doctoral student, is now a faculty member at Kansas State University, thus it seems likely that senior faculty members may not have maintained sufficient contact with Cohort 2, but were there other reasons for the large dropout rate? We do not have the answer to that question. Even Roach's interviews did not provide assistance. One clue may have come from an informal discussion with Cohort 1 students in which one of their number said that she did not begin to feel a real part of the program until the end of the HTT semester. Others, even those who have seemed to be most actively involved, concurred with that statement. Perhaps we have not been vigorous enough in trying to establish a feeling of cohortness.

From our experiences, we could write an impressionistic paper about what an elementary teacher education program should look like. But that paper would be short on data -- either quantitative or qualitative. Certainly at this stage, we would prefer to let EETEP speak for itself through the various sections of this report.

Practice Profiles
University of Nebraska-Lincoln -- Extended Elementary Teacher Education Program

Component 1. Collaboration among Teachers College, Schools, and the University

A. Collaboration During Planning Phases

Ideal:	Representatives of Teachers College, the College of Arts and Sciences, and the public schools participate in substantive planning sessions of the program, including detailed planning of each program component. Teachers participate as paid members of the planning teams that design the field experiences and all new courses. Arts and Sciences faculty are active participants on the Planning Committee and provide substantive guidance on general education and major/minor field of study requirements.
Acceptable:	Planning Committee, including members from Arts and Science and public schools, meets on a regular basis, reviews recommendations made by program staff. Makes decisions. Teachers review course and field experience plans made by University faculty.
Unacceptable:	Planning is done by program staff only without direct involvement of school personnel or faculty from other colleges.

B. Identification of Site Schools

Ideal: A set of schools is identified that will serve as site schools for each cohort over the four years of their program. Site schools represent maximum variability in ethnic and socioeconomic groupings and school organization. Individual teachers are identified within each site school who will work with preservice teachers over an extended period. In their classroom instruction and activities, teachers represent key elements of EETEP.

Acceptable: Schools are identified and commitments made on a year by year basis. Teachers move in and out of the program according to other demands. Site schools represent maximum variability in ethnic and socioeconomic groupings and school organization. In their classroom instruction and activities, teachers represent key elements of EETEP.

Unacceptable: Any schools within the area are used as potential locations for student field experiences. No special selection process is used for teachers.

C. Collaboration with Site School Teachers and Administrators

Ideal: Site school teachers are involved on a constant basis in the review of student progress, assessment of ongoing activities, and planning of how students will be involved in individual classrooms. Teachers and administrators are consulted formally with the introduction of major new components of the program or the revision of ongoing components.

Acceptable: Site teachers are periodically consulted by supervising faculty about the progress of students at the field site. Teachers and administrators are consulted formally with the introduction of major new components of the program or the revision of ongoing components.

Unacceptable: Students are assigned to the sites by the project, but there is little or no review of student progress or program activities during the field experience.

Component 2. Cohort Groups

A. Recruitment and Selection of Students

Ideal: Students are actively and systematically recruited from the larger college population during the freshman year to become part of a cohort of students beginning in the fall of the sophomore year. Except for meeting minimum academic standards, students represent the full spectrum of elementary education majors. Faculty in the freshman education course and advisers in the college are involved in the recruitment process.

Acceptable: Students are actively and systematically recruited from the larger college population during the freshman year to become part of a cohort of students beginning in the fall of the sophomore year.

Unacceptable: Students are recruited through posters and personal contacts. Students are selected to be in the upper half, academically, of elementary education majors.

B. Fostering a Sense of Cohort Community

Ideal: Students take a comon set of professional education courses in which they are encouraged to work together, both on campus and in field experiences. They are encouraged to work together in classrooms, to plan instruction together, and to operate as teams and four-person study groups. Students have a common adviser who helps them plan courses and establish long range plans. Students work with a common set of instructors who maintain contact with them throughout their programs. Occasional social activities are held; these social activities typically include faculty and advisers. Cross cohort social activities also are held.

Acceptable: Students take a comon set of professional education courses in which they are encouraged to work together, both on campus and in field experiences. They are encouraged to work together in classrooms, to plan instruction together, and to operate as teams and four-person study groups. Students have a common adviser who helps them plan courses and establish long range plans. Students work with a common set of instructors who maintain contact with them throughout their programs.

Unacceptable: Students are accepted into the program as a group an take most of their coursework together. Reference occasionally is made to their "cohort group."

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Component 3. Early Field Experiences

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A. Integration of Field Experiences

Ideal: All field experiences are integrated with professional education coursework, and all professional education coursework has an associated field experience. Field experiences are cumulative; that is each semester's field experience builds upon previous field experiences and professional coursework. The theory, research and practice presented in professional coursework is observed and tested in the companion field experiences. Periodic seminars assist students in making the didactic and practical connections.

Acceptable: All field experiences are integrated with professional education coursework, and all professional education coursework has an associated field experience. Each course's field experience is specific to that course. The theory, research and practice presented in professional coursework is observed and tested in the companion field experiences.

Unacceptable: Field experiences and professional education coursework are independent of one another. The decision about the nature of the field experience is left to each faculty member, although there is expectation that field experiences will be coordinated across courses.

B. Coordination of Field Experiences

Ideal: Field experiences are supervised on a continuous basis by faculty and supervisors who are cognizant of all aspects of the professional education program.

Acceptable: Field experiences are supervised on a periodic basis, either by persons within the program or by other field supervisors who are given orientation to the the program.

Unacceptable: Little supervision is provided; primary coordination is done at a general level and through the review of students' written reports.

Component 4: Human Technologies in Teaching

A. Campus Portion of Course

Ideal: Students are taught scaffolding, cooperative learning and a set of teacher behaviors through modeling and use of cooperative learning and specific behaviors being taught. Students prepare cooperative learning lessons and teach them to colleague preservice teachers; they also prepare and teach lessons to elementary school children. Teaching is videotaped. Students critique their own and colleague videotapes. Instructors also analyze and discuss videotapes with preservice teachers. Students prepare analytic papers of final lesson taught.

Acceptable: Students are taught scaffolding, cooperative learning and a set of teacher behaviors through modeling and use of cooperative learning and specific behaviors being taught. Students prepare and teach cooperative learning lessons to their colleague preservice teachers. Teaching is videotaped. Instructors analyze and discuss videotapes with preservice teachers. Students prepare analytic papers of final lesson taught.

Unacceptable: Students are taught scaffolding, cooperative learning and a set of teacher behaviors using direct instruction methods. Teachers use multiple choice tests to evaluate student progress.

B. Associated Field Experiences

Ideal: Preservice teachers are assigned an elementary school classroom where they work throughout the semester. During the first part of the semester they become acquainted with the teacher and the students including securing development, on task behavior, and other information on individual children. Later on they work with the cooperating teacher and the on-campus instructor to decide and plan specific lessons using cooperative learning, scaffolding, and specific teacher behaviors, as appropriate. They also secure specific information about the knowledge that selected individual students have about the lessons they will teach. Preservice teachers teach at least six specifically planned lessons; each lesson is videotaped and reviewed before the next lesson is planned.

Acceptable: Preservice teachers are assigned an elementary school classroom where they teach lessons throughout the semester. Students work with on-campus instructor and cooperating teacher to decide and and plan specific lessons using cooperative learning, scaffolding, and specific teacher behaviors, as appropriate. They also secure specific information about the knowledge that selected individual students have about the lessons they will teach. Preservice teachers teach at least six specifically planned lessons; each lesson is videotaped and reviewed before the next lesson is planned.

Unacceptable: Students work with either on-campus instructor or cooperating teacher to decide and and plan specific lessons using cooperative learning, scaffolding, and specific teacher behaviors, as appropriate. Preservice teachers teach at least six specifically planned lessons.

Component 5. Liberal Education

Ideal: Preservice teachers complete sixty semester hours of general education, including meeting the same requirements as students in the regular program, plus additional credit hours of composition (3), mathematics (3), science (3) social science (6). General education courses will include those the University has had prepared explicitly for its general education requirements. EETEP students will complete, in addition to an elementary education major, either a major area or two minors in non-education fields.

Acceptable: Preservice teachers complete sixty semester hours of general education, including meeting the same requirements as students in the regular program, plus additional credit hours of composition (3), mathematics (3), science (3) social science (6). General education courses will include those the University has had prepared explicitly for its general education requirements. EETEP students will complete, in addition to an elementary education major, either a major area or two minors. Additional major areas may be in fields for dual endorsements, e.g. special education or child development.

Unacceptable: Preservice teachers complete the same general education requirements as students in the regular elementary teacher education program.

Component 5. Use of Research Base

Ideal: Preservice teachers learn about general research base for teaching and teacher education in human development and educational psychology courses; consolidate, extend and apply this research base in human technologies course; and extend the base into specific areas in special methods block courses. They also apply their learnings in associated practica.

Acceptable: Preservice teachers learn about general research base for teaching and teacher education in human development and educational psychology courses; consolidate, extend and apply this research base in human technologies course; and extend the base into specific areas in special methods block courses. They also apply their learnings in associated practica.

Unacceptable: Preservice teachers learn about general research base for teaching and teacher education in human development and educational psychology courses and extend the base into specific areas in special methods block courses.

Component 7. Connections

Ideal: Connections are made on three dimensions: (a) among early field experiences, and premethods courses on the one hand and methods courses on the other through a Human Technologies in Teaching course, (b) among methods courses through blocking and providing for connections between the blocks, and (c) between didactic courses and field experiences through seminars that provide for conceptual integration of the abstract and practical experiences.

Acceptable: Connections are made on three dimensions: (a) among early field experiences, and premethods courses on the one hand and methods courses on the other through a Human Technologies in Teaching course, (b) among methods courses through blocking and providing for connections between the blocks, and (c) between didactic courses and field experiences through seminars that provide for conceptual integration of the abstract and practical experiences.

Unacceptable: Connections are made on three dimensions: (a) among early field experiences, and premethods courses on the one hand and methods courses on the other through class discussions, (b) among methods courses through assigning specific portions of general methods to the different methods courses and making references among them, and (c) between didactic courses and field experiences through class references to the field experiences.

Appendix A

Appendix A. Course Outline for Human Technologies in Teaching

Curriculum and Instruction 3--

Human Technologies in Teaching

Purpose. The purpose of the Human Technologies in Teaching course is to provide a bridge between educational psychology and the special methods courses. This bridge will be built upon certain selected, both general and specific concepts and principles, and their related research, that are discussed in child development and educational psychology. Thus, the course is intended to develop a limited number of behaviors, skills, strategies and to suggest how others might be developed; it is not intended to be inclusive. The Human Technologies course also is intended to help students view individual teacher behaviors in relation to teaching strategies -- to see important relationships within what teachers do.

Assumptions: The Human Technologies in Teaching course is built on eight assumptions: (a) some teacher behaviors, teaching strategies, and principles of classroom management are derived from a strong research base that is described and discussed in educational psychology and human development courses; (b) some of these behaviors, strategies, and principles are applicable to more than one content area, and ways of applying them may well be developed in a general course; (c) a reasonable place in the teacher education program sequence for a course that works with concepts and strategies that are applicable to more than one methods area is between the human development and educational psychology courses and the methods courses; (d) a course such as that anticipated as Human Technologies in Teaching will be most effective if conceived in part as a pedagogical laboratory paralleling the concept described by Berliner that leads to classroom application; (e) learning to "think" about the application of the behaviors, strategies, and

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principles must be a central part of the course; (f) Human Technologies in Teaching should not be considered as preparation for student teaching; it should be thought of as preparation for methods courses; (g) methods courses should use and build upon what the students learn in Human Technologies in Teaching; and (h) because development continues through adulthood, EETEP students will need differentiated sorts of learning experiences in the Human Technologies in Teaching course.

Course Content: The Human Technologies in Teaching course will include cooperative learning; classroom environment and management, including, but not limited to, the development of an active learning environment and appropriate rules of behavior and application of the concepts of withitness and transitions; classroom observation, description and analysis; and such teacher behaviors and teaching skills as feedback, wait time, and scaffolding.

Course Structure: The teaching strategy of cooperative learning will be the organizing theme of Human Technologies in Teaching. This means that (a) cooperative learning will be acknowledged as one teaching strategy that prospective elementary teachers should master, (b) students will be taught about cooperative learning and how to use it as a teaching strategy, (c) much (most) of the class instruction will be organized in a cooperative learning mode, and (d) many of the application experiences will be in cooperative learning circumstances.

References.

Texts

Berger, K.S. (1986). *The Developing Person Through Childhood and Adolescence (Second Edition).* New York: Worth Publishers, Inc.

Evertson, C. and others. (1984). *Classroom Management for Elementary Teachers* Englewood Cliffs, NJ: Prentice Hall.

Good, T.L. and Brophy, J.E. (1986) *Educational Psychology* (Third Edition). New York: Longman.

Johnson, D.W., Johnson, R. (1987). *Learning Together and Alone: Cooperation, Competition, and Individualization* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall

Wittrock, M.C. (1986). *Handbook of Research on Teaching.* (Third Edition.) New York: Macmillan Publishing Company.

Non-Text Reading.

A set of specific journal articles and selected other readings will be developed for each course unit. General rules for selection of the readings for each unit will be to (a) tie the unit back to the development or educational psychology course through pertinent material from the text for that course, (b) lay a firm research base through a research review article, (c) provide more detailed insight into the nature of educational research and also "demonstrate" the topic's applicability in a classroom setting through one or more research articles having the classroom as their focus, and (d) introduce the student more generally to application through readings that talk explicitly about how the behavior, principle, strategy can operate in a classroom. To the extent possible the non-text readings will be drawn from those to which reference is made in the texts

Course Outline.

(This outline assumes 225 working [in class, study, and laboratory] hours for the students. The total 225 hours will be divided into approximately 14 hours per week for 16 weeks or 15 hours per week for 15 weeks. In either event, students should plan to spend most of two days each week on the Human Technologies in Teaching course. The course outline has been developed in such a way that a high percentage of the student's time will be spent in a group or subgroup setting, either on campus or in a school.)

Topic	No of Hours
1. Introduce and Provide a Course Overview (Introduce course and review outline in detail.)	2
2. Introduce Cooperative Learning (Cooperative learning experience; view, describe and discuss canned videotape **This videotape probably will be chosen from among those already available, e.g. *Cooperative Learning*.**)	5
3. Develop "First Level" Understanding of Cooperative Learning. (Students (a) read and discuss Good and Brophy, pp. 532-536, *Learning Together and Alone*, Sharan (1980); Slavin (1984); Slavin (1978); (b) view, describe and discuss second videotape (This may be either an already available videotape or one made explicitly for this course during first semester 1987-88); and (c) have second and third cooperative learning experiences in which students take turns being participants in and conducting cooperative learning experiences.)	20
4. Develop "Second Level" Understanding of Coop. Learning. (Students develop and test a cooperative learning experience in a classroom. This will involve such activities as (a) discussing alternative topics with a teacher; (b) agreeing on a topic; (c) preparing a learning experience that is developmentally appropriate for this age of child and that has curricular validity, i.e., meshes with what the teacher is working on; (d) presenting the prospective experience to the HTT instructor, colleague students and the teacher; (e) teaching and, in some instances, videotaping the learning experience in the classroom; and (f) analyzing and discussing the videotape.)	20
5. Develop understanding and gain experience with Wait Time. (Students (a) have UVa wait time simulation experience, (b) read and study Good and Brophy, pp. 378-380, Rowe (JTE 1986), **(A research article)**, and other wait time reading materials; (c) view and code canned wait time videotape; and (d) develop and test wait time teaching experience [See #4, above.] and analyze the experience.)	20
6. Develop understanding and gain experience with Scaffolding. (Students (a) review Berger, chapters 10, 13, 14, & 16; (b) read Bruner [1986] and other scaffolding related materials; (c) view and code scaffolding videotape **(Probably will need to be made.)**; (d) develop and discuss scaffolding experience in EETEP group; and (e) develop and test scaffolding experience [See #4, above] and analyze the experience.)	25
7. Develop understanding and gain experience with Feedback. (Students (a) have University of Virginia simulation experience (b) read Good and Brophy -- 146-147, 173, 187-190, 419-421, 459, and	15

505-507; Kulhavy, 1977; and other feedback related research and other materials; (c) view and code canned feedback videotape; and (d) develop and test feedback teaching experience [See #4 above.] analyze the experience.)

8. Apply Wait Time, scaffolding and Feedback concepts/behaviors in Cooperative Learning experience. (See #4 above.) 25

9. Introduce Classroom Management as a topic 5
(Introduce classroom management through (a) Cooperative Learning study of a case example of either a problem situation or of how one teacher set up a good learning environment; and (b) canned videotape of classroom management example that students view, code/describe, and discuss.)

10. Develop "First Level" Understanding of Classroom Management. 20
(Students (a) read and discuss *Classroom Management for Elementary Teachers*; Doyle [1985], and other related reading; (b) view, describe and discuss second canned videotape; and (c) have second and third case examples using Cooperative Learning experiences with students taking turns participating in and conducting Cooperative Learning experience.)

11. Develop "Second Level" of Understanding of Classroom Management. 25
(Students develop and test a new set of rules for a Cooperative Learning experience. This will involve such activities as (a) discussing alternative topics and sets of rules with a teacher; (b) agreeing on both an acceptable topic and acceptable situation-specific rules; (c) preparing a learning experience, and the rules that govern it, that is developmentally appropriate for this age of child and that has curricular validity; (d) presenting the prospective experience to the HTT instructor, colleague students, and the teacher; (e) teaching and videotaping the experience in the classroom; and (f) analyzing and discussing the videotape.)

12. Develop understanding and gain experience with instructional transitions and withitness. (See #5 Wait Time.) 25

13. Students will keep a daily journal with descriptive, analytic, and reactive portions. In addition, students will have a reflective entry at the end of every other week. Time will be built into the schedule for keeping journals.

14. Synthesis. Students will write papers, drawing upon their journals, readings, and other materials, that synthesize their HTT experience and learnings. These papers will form the basis for small group, end-of-term discussions. (The groups will have inter-team membership.) 20

Detailed Example of Unit Organization: Feedback

Purpose: To teach EETEP students the nature and principles of feedback, its value during instruction, and techniques of supplying feedback to their students.

Objectives: Students will demonstrate their understanding of feedback and their ability to use it effectively in instruction by:

1. Obtaining a satisfactory rating on the use of the University of Virginia simulation materials;

2. Satisfactorily teaching a microteaching lesson making explicit use of feedback;

3. Coding feedback properly from videotapes;

4. Satisfactorily teaching a lesson to elementary school children making explicit use of feedback; and

5. Using feedback appropriately in general teaching assignments of lessons.

General Procedures

This is a twenty-hour assignment. Within the twenty hours the student is to complete all of the work associated with the unit except for the general teaching assignments. The twenty hour block is to include reading, participating in class discussions, participating in team and individual discussions with the instructor, completing the University of Virginia simulation exercise, viewing videotapes and reading the associated protocols, planning and conducting microteaching, and planning and teaching a lesson to elementary school children. During most of this unit, EETEP students will work in teams of four and five.

Specific Assignments

1. Reading: (1.5 hours)

2. University of Virginia Simulation (1.5 hours)

Each student will have three, 1/2 hour sessions with this simulation exercise. The first session should be completed prior to the first in-class discussion so that students can bring their own computer printouts to the discussion. The second experience will be completed as soon as possible following the class discussion; the third one will take place after the student has viewed and scored the videotape (See assignment on videotape.) but before microteaching.

3. Class Discussions (1.0 hours)

There will be four class discussions: (a) after students have completed reading and first simulation assignments -- but before microteaching, (b) after students have completed second simulation and videotape viewing assignments, (c) after students have completed third simulation and microteaching assignments, and (d) after students have completed classroom teaching assignment.

4. Individual and Team Discussions with Instructor (1.0)

Students will meet as teams, and sometimes individually, with the instructor to review progress and plans, ask questions, and schedule activities -- particularly classroom teaching assignments.

5. Videotapes and Protocols (1.5)

Students will view and score two videotapes -- one in which feedback is used explicitly and extensively and one in which feedback is simply a part of a more general teaching demonstration. These will be either off-the-shelf or explicitly prepared videotapes, depending on what is available. Students also will read and study transcripts of the videotapes.

6. Microteaching (2.5)

Students will choose one of four topics and plan and conduct a ten minute microteaching lesson with their team. These will be videotaped, played back and discussed.

7. Classroom Teaching (7)

Each student team and the instructor will work with a teacher or teaching team to select a lesson topic appropriate for using extensive feedback to students. The team will work together to prepare either a lesson or a set of lessons which they then will teach, in pairs, to the total class or groups of children within the class. When one member of a pair is teaching, the partner will be videotaping. The videotapes will be analyzed and discussed by the team and instructor.

Sequence of Experiences

1. Meeting to review unit and clarify assignments and assignment sequence

2. Reading assignments

3. First University of Virginia simulation

4. First class discussion

5. View and code videotapes and read related protocols

6. Second University of Virginia simulation

7. Second class discussion

8. Third University of Virginia simulation

9. Plan and conduct microteaching task

10. Class discussion

11. Plan and conduct classroom teaching assignment

12. Four (five) person teams code and otherwise analyze and discuss lesson videotapes

13. Students complete unit evaluation forms

Appendix B

EETEP INTERVIEWS

My memo from Dr. Egbert included this statement of intent concerning the interviews I was to do: "...to help us reach a better understanding about how those being interviewed perceive the program and how they see it as affecting them, their students, and their program." The questions that served as a guideline for the interviews are:

1. How are the various interviewees involved in the EETEP, or how have they been involved in the past?: What has been their contribution to the program? (Follow-up: If heavily involved, why? If uninvolved or if only partially active, what would have been required to elicit involvement?)

2. How do the various interviewees perceive the EETEP? This question implies both content and affect. That is, how do they describe the program and how do they feel about it? (Follow-up: If positive, why? If negative, why?)

3. How do the various interviewees view the EETEP as affecting UNL's "regular" elementary teacher education program? In what ways, if any, is the EETEP affecting Lincoln school programs? (Actually, potentially, and preferentially?)

4. In what ways has the EETEP communicated with the various interviewees? Has communication been sufficient and timely?

5. Do the interviewees feel as if they have been consulted appropriately and have been involved in program planning?

6. What effect, if any, has the EETEP had on the interviewee? What effect should it have had?

7. How to the Dean and department Chair view the likelihood for continuation of the EETEP after OERI funds for program development run out? Do they intend to fund the continued implementation of this expensive program?

I was given a potential interviewee list of 43 names grouped in a way that would assure a sampling of various levels of involvement in EETEP. I interviewed seven students - three from cohort one, three from cohort two and one former student-participant. I interviewed thirteen faculty members representing EETEP staff; administration and non-EETEP staff. All interviews were done in person with the exception of two interviews that had to be done by phone.

Everyone who was asked agreed to be interviewed. The interviews varied in length partly due to the interviewer's own ignorance and curiosity about various issues; but also because of the interest that individuals had in expressing themselves on EETEP. I let the interviewee talk about whatever s/he wanted to talk about as a result of the questions being asked. This allowed for what at first seemed like unexpected tangents but as the interviews progressed and the same tangents showed up again it was obvious that they really were not tangents but subject areas closely connected to EETEP's development. Therefor some issues discussed below that have little direct connection with the original questions.

This report is divided into three parts: student responses; administration responses; faculty responses; and the researcher's response.

STUDENTS

At first glance the questions I had been given for this project did not seem appropriate for students. However, the way EETEP has evolved, the students have played an important role in its development. Students have been asked for their input and evaluation of EETEP so that they do have some awareness of the program's workings. Along with the above questions, I also tried to get at a feeling for each student's sense of commitment, professionalism and future plans.

The three students from cohort one and the three students from cohort two differed in a major fashion over only one question: "How have you been involved in program planning?" They all agreed that they have been involved in various ways, particularly in ways that have allowed the cohorts to make some major decisions in a couple areas - i.e., Methods 108, field assignments, etc. However each of the three cohort one students referred to their position of "guinea pigs". Significantly, "guinea pigs" was not a negative reference. There was pride demonstrated by all the students interviewed, but there was a special tone to cohort one students' expression that marked them as somehow "being leaders", "breaking ground", "getting the new clothes", "never being bored because you never know what is going to happen - for sure." Evidently EETEP has not tried, or has been unable, to hide the fact that the program is, perhaps at times, being planned on a day to day basis - certainly on a semester to semester basis for the first cohort. "'I don't know, but we are working on it.' is Dr. Egbert's favorite phrase whenever we try to find out about what is happening next." Cohort two did not make similar statements which would seem to support the notion that cohort one is indeed the "trial time" for the program. Cohort two expressed an awareness that their program was new and innovative but evidently had more sense of organization and set-in-place-structure than did cohort one.

"We were sometimes asked for our opinions about things but I am not sure what influence we had." A couple students commented that they were being consulted in EETEP policy/program but did not have a feel of how seriously their comments were taken. One student felt that when the cohorts had representatives on the "planning committee...which I understand is going to happen; then we may feel more like we are making a contribution to the program's direction."

Two cohort one students, in discussing recruitment methods for EETEP, felt that they could do the best job of recruiting potential EETEP students. "I am excited about the program; who would be a better recruiter?" It is obvious from the six EETEP students interviewed that they are more than ready to talk about EETEP - and do talk to classmates who are not in EETEP. EETEP students would react positively to an invitation as formal spokespersons in a recruiting process. "I have a friend who says she gets tired of me going on about what we are doing. She is just jealous."

Perceptions of EETEP were fairly consistent among the seven students interviewed. They each described EETEP in similar fashion by emphasizing aspects of the program that would strengthen their effectiveness as teachers and professionals in education. They couched their descriptions in a variety of ways but generally they focused on "being better prepared when I start to really teach", "more 'hands on' opportunity", "getting into the classroom right away and not when I am a senior", "being more professional about teaching in grade schools", "an opportunity to start on my Masters before I begin teaching".

There was a strong feeling that EETEP should be the preferred program for future teachers and that the regular program is to be less preferred. They did not see the regular program as an alternative to EETEP; but rather, as one said, "that old fashioned approach". I tried to find out from two of the students how they knew or how much they knew about the "regular" program. As would be expected, they know students in the regular program and regularly exchange notes. What was a little more interesting is that both students have talked with former home town teachers and principals about EETEP. The students reported that the feedback from teachers and principals was very positive and underlined their feeling that they were, indeed, in a superior Teacher Education program.

On the basis of interviews with three of the faculty I asked each of the students about the program's requirement of five years before being certified (as opposed to the normal requirement of four). The three faculty had felt that it was going to be a burden on EETEP students. The students did not volunteer this as a negative aspect. Significantly I had to raise the issue. Two students agreed that the fifth year might be a problem financially because of having four year scholarships but it was not going to stop them. All of the students pointed out that they would have their degree in a normal amount of time and begin working on a Masters and have their certificate with one more year. The students seem to feel that the time frame and resulting costs are normal for what they are receiving. "I would have to go at least five years anyway. I work in the summer and can't go to summer school." "I couldn't have gone through in four years anyway." "If it was a problem I wouldn't be doing it." "The extra year is worth it."

There were several specific comments made about particular aspects of program content. Journals, cohort system, and classroom experience were mentioned by each of the six students. Typical comments on journaling: "Keeping my journal was not easy at first; but I can see now that it is an important activity." "I can see how I have changed." "It was a lot of work at first, but it got easier."

The cohort system was recognized as an important aspect of EETEP. Their sense of togetherness stands out. "I know everybody in my group." "Some of my friends think it is cliquish; I guess it is but we have so much in common that it is hard not to feel like a family." "We all know what everybody else is doing and how they are doing and we talk about our problems and our good times...I can't imagine being in college without my friends." "A cohort is like a sorority; at times it is more important than my sorority." "The University is too big; normal classes are too big; my cohort is just right." Three of the students felt that the counseling they were getting from the EETEP advisor was better than what most students got because they were in a "special group". "We are treated different." "I have no problem talking to my advisor like some students."

The activities surrounding assignments in the public schools were mentioned by each of the students. Seen in a positive light: the process of working in the classroom; carrying out a pre-arranged assignment, video taping the activity, viewing and discussing the classroom experience with faculty and peers. "At first it (the field assignment) was uncomfortable but it's simple now." "Because we go to the school in twos we get immediate feedback from each other." "I really got involved with my students; I didn't want to quit." "The cooperating teachers let us do more than baby-sit. They were really neat." "I think the classroom teachers got as much out of our being their as we got out of it; they were learning too." "We know what it feels like to really be teaching in a classroom."

I asked three of the students if the journaling and taping process was something they could see themselves doing as a regular part of their professional teaching careers. "I would expect to - at least the journaling; I don't know how I would tape on a regular basis without some help." "Now I can't imagine not doing those sorts of things and I wonder why everyone doesn't do it." "It takes a lot of time but I would do it."

Four of the students underlined the importance of the campus classroom experiences. The size of the class - small (13 and 14) - and the quality of teachers: "Dr. Egbert really cares about us - they all do, Mary, Kris..." "I just can't believe the amount of time they spend on us." "We can't get away with anything; if we aren't prepared or don't get something done we can't hide it." "When I need to talk to Dr. Egbert I can do it and not feel like I am bothering him; he is never in a hurry to get rid of me. That isn't true with some other teachers I have."

Most of the students alluded to the classroom requirements of EETEP compared to the regular program. "My friends in Teachers College don't have half the work I do. Methods take out two whole days." "These are not easy 'A' courses." "Sometimes, like last week (final examination period) I wish there wasn't so much to do." "The arrangement of class schedules is a problem." The latter comment referred to the fact that because EETEP tied up specific blocks of time it made getting regular (non-EETEP) courses into their class schedule more difficult.

Each of the six students referred at least once to EETEP staff. There is almost an awe, certainly high respect and admiration, for the EETEP faculty. The students feel a bond of sorts with EETEP faculty. Perhaps the class size; the novelty of the program; or just the personality match between students and faculty - whatever it is, the students express a closeness I would expect not to find among the majority of non-EETEP students. The present match between students and faculty is working in a positive way and the resulting relationships are important to the student's feelings about what they are doing. The faculty I interviewed indicated that role modeling is an important goal for "practice teaching." I think I see the same positive role modeling going on with the EETEP staff.

I asked the students if they felt that the cooperating teachers were being effected by their presence in the classroom. Each of them felt that their presence was helpful, "...more bodies is exactly what she needed!" But they also had some pride in that they felt they made a real contribution to the education of the students through their work. One student expressed an early frustration at not being put to use right away but, "...after we got to know each other it was as if for the time I was in the classroom each day I was their teacher." One student from cohort one commented that the first year she got into the classroom in the middle of the semester and was, "frustrated because she didn't know the student's names." But she went on to say she ended up having a very meaningful experience in that school.

Two students indicated that their cooperating teacher told them how much she had learned from having them in the classroom. One cooperating teacher indicated she had always wanted to try a particular teaching method with her students but never took the time to do it until the EETEP students came to class. All the students interviewed felt they had a positive relationship with their cooperating teachers.

A cohort one student spent some time expressing how important the variety of settings she is experiencing has been. "I cannot imagine teaching for eight or nine weeks in one Lincoln Public School classroom and then going out into the real world. We are able to see a mixture of students as well as different teaching methods being used by different teachers."

When I raised the issue of communication between EETEP staff and the student I got very little response. However, in light of what one staff member related to me, the comment of a cohort two student takes on a new dimension. She said, "Sometimes I don't know what he wants; it isn't clear. And I wonder if it is my fault. Sometimes I need more direction." (The staff member indicated to me that he felt strongly that he was not firm or demanding enough of the EETEP students.) But in general the students from both cohorts felt that communication lines were very open and while cohort one did not always get answers to their questions they knew, "...it was being worked on."

Two of the cohort one students were impressed by their direct involvement in two decisions/activities concerning their program. One was the decision at "...our urging that we have our own 108 section. And they (faculty, administration) did it. We tried to get it again (separate sections) this past semester but they couldn't work it out." The second "involvement" of EETEP students in course planning was when three professors assigned to put together the methods course for a coming semester took time to visit with cohort one. "After listening to us they said that they were obviously going to have to develop a methods course at a higher level than normally would be done. That was neat!" There were other times when the students had a feelings of "self-determination" or at least a voice that was being heard.

ADMINISTRATION

I interviewed the Dean of Teachers College and the Chair of Curriculum and Instruction as early in the process as possible. I felt I needed a picture in my mind of the college and the department before talking with the faculty. The Dean and the Chair did an excellent job of painting for me various political and social situations as they not only currently exist but as they have developed over the years. I felt they gave me very unbiased and objective description of college, department, staff and program. I mention this because my interpretation of what many of the faculty related to me is set in my understanding of the "life and times" of C & I and Teachers College as pictured for me by the Dean and Chair.

Both the Dean and the Chair feel EETEP is an important project for Teachers College. They saw EETEP beginning because of some frustration by a few - "Bob and the Dean to name two...and others - because of a lack of innovation in Curriculum and Instruction particularly in the area of Elementary Education." The Dean said that "the program started out of an interest of a few people to develop a program that addressed some of the issues of improvement in Curriculum and Instruction aimed at Elementary Education students."

Both the Dean and Chair related the difficulty such "innovation" can cause among staff... "EETEP has raised some fear and anxiety among the faculty in C&I." However the Chair put such concern in the context of department political/social structure: "There is no real threat. It exists in some minds only. The style of disagreement in C&I has been one of talking behind closed doors; but I see this changing. Some are are starting to agree to disagree; to see it as o.k. to disagree; to take a strong stand on something." In this connection I asked the Dean how criticism from the faculty gets openly expressed...for example criticism of EETEP? "Criticism gets expressed in the hallways and in offices but not in the open. No one would openly confront Egbert or myself about it. It is done through innuendo and rumor." The Dean indicated that "...they (some of the faculty) may feel they have been excluded; they may feel that way but the fact is that anyone who went into Bob and said he wanted to be involved would be involved immediately. There are those who are 'in' and those who are 'out'. Bob and Mary are viewed by some as outsiders and as a threat to their control of the program." In other words the program may not be the issue at all rather the issue may be one of "personalities" involved in the program. On another question the Dean commented, "There is pressure when we support 'outsiders' like Bob and Mary. Under any circumstance having competing programs is not well received, but competition never hurt anyone."

The Dean placed the anxiety felt by some in the long-range picture: "There is a reluctance on the part of C&I staff to change or even question the current way of doing things. EETEP continues to cause a threat to faculty who are involved in the regular program. It is new and they wonder if they will fit into something that is new. What if the college turned into EETEP - would the regular program faculty have the tools to fit in - where are they going to be with changes like that? But as the program goes on and as more and as more people are involved they are loosening up. This will be less of a problem as the years go by. Two or three years from now EETEP may well be a part of the regular program. Maybe EETEP will come to look like the 'main program.'"

The Chair essentially had the same thoughts: "While at first "EETEP was very threatening...it was started in a very open and honest way. Egbert didn't try to have EETEP replace the other program. Until EETEP is fully developed no judgements are being made. It is inclusive - not set up to be competition but complementary to current program. As more faculty get involved the more they are liking what they see in EETEP." Describing the current atmosphere among faculty, the Chair said, "At first there may have been some jealousy but now there is a kind of good feeling among about 80% of the faculty in the department."

I asked the Chair (in light of what the Dean had expressed) how he saw EETEP - would it take the place of the "regular" program? or would it be a "competing" program? or would it be "taken over" by the regular program? He indicated, "A lot of EETEP is filtering to the regular program now. We need to keep EETEP going as a place to try out teacher education methods and then put what works into the regular program. ... I see EETEP as an experimental group with smaller numbers of students. "

The Chair compared the EETEP situation to a program in the 70s called NUSTEP. "EETEP has really started to pervade our thinking - maybe too much. In 1970 the NUSTEP program was developed and allowed to grow in size to where it became everything - it became the regular program. EETEP should be kept small and allow for flexibility. The flexibility of the program is important. The program can be a facilitating program rather than a judgmental program; i.e., criticizing what has gone on before or what is going on now."

It seems to me that both the Dean and the Chair have very clear-cut images of EETEP - what it is and what is ought to be. The only difference seemed to be the more focused, detailed, understandings that the Chair expressed - which might be expected since he is closer to the nuts and bolts of EETEP than the Dean. However when asked about his contribution and involvement in EETEP the Chair felt he has been, "...well informed and I am frequently updated and made aware of changes, decisions, etc. I am invited to all meetings of the whole committee and attend only about one in four. It is not that I am disinterested. It is just something that is running well without me and I have other things to do." The Chair summarized his "role" in EETEP as, "not to get in the way; give resources including the investment of faculty time by assigning them to EETEP."

When asked the cost and the future of EETEP without OERI money the Chair focused on the cost caused by the "intense nature" of EETEP: "...the intensive nature of the program calls for a lot of time and energy on the part of faculty involved. This is the big cost - not the loss of money from OERI." Making reassignments of people to EETEP has not taken away from the regular program. "For example Bob was a new resource person to the department and was not being taken away from anywhere." While the Dean does not feel lack of funds will stop the program, "What might stop it would be the loss of Bob Egbert. This is the reason the cadre (of faculty in EETEP) must grow." The Chair, essentially said the same thing, that the loss of OERI money will not mean the cessation of EETEP. "The program has a cost. Faculty are assigned to it and their places in the regular classroom must be filled by others such as graduate students. With OERI funds we could hire people to replace faculty assigned to EETEP and without that money it will put us a few thousand dollars short. Things are tight anyway; this is just something that makes it tighter." And concerning EETEP leadership, "Bob is crucial to the existence of the program; however as each year goes by that will become less so. If, for some reason, he would not be here the program might look a little different but it could continue."

Discussing the overall effect of the program on faculty - both those involved and those not involved - the Dean and Chair could see a number of positive effects. "...it has been a growth experience for the faculty who have been in on the program planning and carrying out of the program." "EETEP has been a growth experience; trying out some new ideas that have been resisted by the 'old guard'." "The regular faculty have been given lots of ideas by being involved in EETEP."

The Chair mentioned the positive effect EETEP is having on the Lincoln Public School system. "I have attended public schools luncheons and the program people in the schools are enthusiastic. There is a greater involvement by the public schools in EETEP than we have been getting with the regular program. EETEP is an important project for the public schools."

Has the program effected you personally? The Dean sees EETEP as "the sort of program we should be involved in ... the sort of thing I want to see the college doing; new and innovative programs. The larger role and involvement of Lincoln Public Schools is another important effect of this program." I asked the Dean to comment on some of the headaches EETEP may be causing him and he responded with: "I get a couple more negative evaluations from the faculty; headaches...but it has made me happy in that they are doing the sort of thing I think we should be doing. It is the direction we should be moving so the headaches are worth it."

The Chair commenting on the personal impact EETEP has had, "Since I am not really involved there is not much of a personal impact. But professionally it is really exciting to see. EETEP is a model for training elementary education teachers that we have not had before. It is a program that is needed in Elementary Ed - one that is academically rigorous; a model for the HOLMES group." (The Dean also made some references to HOLMES.)

FACULTY

I am going to deal with the faculty in one group even though it includes two "groups". One group consists of faculty who have been involved with EETEP in some continuing fashion; four would admit to being a part of EETEP from the beginning. The second group includes faculty who have not had the same extent of involvement with EETEP. I dealt with eight individuals who would be classified as "involved" and only two who would be "uninvolved." I have not tried to balance out the summary below to reflect the 4-1 proportions.

On the basis of my interviews I cannot characterize these two groups as the "negative" and the "positive" or the "fors" and the "againsts" - because, while there was some degree of difference in enthusiasm between the two groups, there really was not any tremendous tirade of negativity from anyone I talked with. There could be several reasons for this: one is that I didn't get to the hard-core "antis" (if they exist); or two, that they saw me coming and were not as vocal with me as they may be with someone else or with each other. There is a third possibility. Perhaps what the Dean and the Chair are forecasting is coming about - that given time those who have been stand-off-ish about EETEP will come around. Or, as one of the interviewees said, "More and more it is looking less and less like 'Bob Egbert's toy' and they are curious, wondering what EETEP really is. It is going to have to be taken seriously." I will opt for the latter mainly because, at least those I talked with, while they had what they felt to be serious questions and drawbacks about EETEP, each of them recognized some contributions EETEP was or could be making to Teacher Education at UNL.

It should be noted that the interviews with the faculty varied a great deal in length - from 10 minutes to an hour and a half. I also taped two interviews and wrote up verbatims. Not every person interviewed has been given "equal" time. I have tried to give a flavor of feelings that cuts across most of those interviewed by quoting or summarizing the comments of one or two people. When an individual comment seems important I will identify it as such. Otherwise the quotes or paraphrases will be given as representative of most if not all of those interviewed.

The perception of EETEP was stated in a wide variety of ways but in general those who have been involved in EETEP seem to see it as "experimental in nature"; "alternative to the regular program as a result of dissatisfaction with traditional program"; "a program for getting the student more and earlier practical, on-site, experience"; "EETEP is not going to take over the regular program...is is an alternative, separate program that has different methods. It needs to be kept small." One person saw a complimentary position for "EETEP proving we can prepare students in alternative experimental styles right along with the regular program." "We are a research institution and this is the sort of experimentation we should be undertaking." There was a general expression of EETEP being an effort to raise the quality of the teaching profession by improving teacher preparation through a five year program. One interviewee felt that EETEP could have a broader effect in other colleges and departments at UNL. The College of Arts and Science is the case in point. "In preparing teachers, we (A&S) ought to have input and need to be aware of what we can do to better prepare future teachers through the courses they take with us."

Understandably, perhaps, the individuals who have had little to no involvement with EETEP would not admit to knowing much about it; although they did reveal - in the course of the interviews - that they very much have their own idea of what EETEP is about. In response to my question about perceptions of EETEP I got: "I don't know what they do - it is all a secret I think." "It took a year to get someone to tell us about the program...and she was very helpful." "No other reports about it - except from students." In response to other questions there were images of EETEP being an "elitist" notion; an attempt to have a five year, "HOLMES-like" teacher preparation program. One of the uninvolved in discussing the communication question admitted, "If I really wanted to know about EETEP I could find out. No one is trying to hide anything. I could ask Bob and he would tell me. I could probably sit in on some of their meetings. The way our department operates we really do not have department-wide meetings in which things like EETEP are discussed just in passing. It's really no ones fault that I don't know what EETEP is doing."

One of the respondents indicated that he had been in on the earliest meetings but had too many questions about the necessity of a five year program and "I wasn't invited back." (This comment is really taken out of context and should not be taken as a true feeling of why he quit being involved!) Both of the "non-involved" faculty wanted to raise the question of what was being promised the EETEP students? Their understanding is that the students are being promised that they will be better prepared and therefore more employable and will be able to get hired practically anywhere they want. "That's a lie. You can't make those promises. We have no way of knowing; we have no proof; we haven't run an experiment that would prove such statements." I asked how he knew that those kinds of promises were being made: "...from my advisees." In pursuing the matter it became clear that those kinds of statements may not have been made but "that's the logic of having such a program, isn't it? Why would you add a year to the program if it wasn't going to be an improvement; if it wasn't going to produce a better teacher?" He went on to say he hoped that some data would be gathered in order to "prove" that the program is a "superior" one to the four year program.

I asked each of the faculty what they thought about the five year aspect of the program. There is clearly a feeling that the additional year will allow EETEP time to do some things, specifically, "more hands on, in the classroom and variety" of experiences. When asked if this will make for a better teacher I got some interesting responses bordering on indignant, "Of course. You don't add a year expecting to produce less quality!" "All the professions are doing it (adding a year for a professional degree). Why should teachers be any different?" But generally there was also the feeling that the "proof will be in the pudding"; when the first cohort is in the field the results will be known. In this connection two people witnessed to what they already saw as students who are at least "as Sophomores and Juniors a couple years ahead of the students in the regular program." One individual who is a part of preparing next year's methods course said that "the EETEP students are at a higher or different level than the students in the regular courses." One of the interviewees, a non-Teachers College professor, related that he had two EETEP students in one of his courses and, "they have a depth and maturity that sets them apart from the other education majors I see and I find I have to treat them differently. They are convicted, confident and have a pride in what they are doing." He went on to comment that he was impressed with their enthusiasm and excitement for the teaching profession. "One (of the EETEP students) knows that she is special; she is really proud of what she is doing...almost too proud. But we can deal with that later! It is so refreshing to see someone excited about teaching and wanting to do a good job."

One person related the development of EETEP to "ongoing and natural growth in the Teachers College program." She feels that EETEP has been the logical step to take at this time and that things have been moving in EETEP's direction for several years - it has been "the logical consequence of Teachers College program development over the years." She also makes the point that the nature of EETEP is a result of "its character. It is small (numbers of students) and with its considerable and early hands on involvement between students and classrooms, the experiences are quite different from the regular program therefore the program is going to come off looking as different - because it is different."

The effect of EETEP on the regular program was seen by the faculty who have been involved as "supportive", "feeding new ideas into the regular program", "an alternative". Every faculty member I interviewed (even the uninvolved) had a couple things about EETEP that they could see as innovative and probably something that should be done throughout the college. For one person I outlined what I understood was going on in the way of innovative things in EETEP: cohorts, taping, journals, variety of teaching settings, general education courses, early and substantive involvement in the classroom. "Those are all worthwhile projects; but how can we do them in the regular program - we have too many students; the time it would take is unthinkable. We have talked about a lot of those things and maybe we will find a way to do them." (Obviously this was from an "uninvolved.")

One active EETEP person said that he was starting to see some of the "old guard" sitting up and saying that "if that (EETEP) is what 'they' want then we can do it too. So they have started to take superficial stabs at doing some of the EETEP practice. I see them (the regular elementary ed.

staff) doing some things that can only be called 'playing at change.' For example EETEP is involving students in-depth at an early stage with classroom work. The regular program is saying that they have that same early contact. But it is far less organized and purposeful; they go to the sites and walk about a bit. That is not the cutting edge of change."

I asked both of the "uninvolved" if they perceived EETEP as a program replacing the regular program or being swallowed up by the regular program or being a competing program. In this connection one person related the NUSTEP history (as if EETEP would be "another savior" of teacher education) but neither one expressed any sense of threat because of EETEP's existence.

There were three faculty who have some sort of knowledge of LPS and could comment on how EETEP is effecting or might effect LPS. One person who has been involved in the selection of sites pointed out that the deliberate approach to selection of buildings and teachers has helped assure that the both the students and the classroom teacher will benefit from the teaching experience. "We chose the teachers somewhat on the basis of flexibility; willingness to consider different approaches. Such teachers are generally going to benefit from student teachers in the classroom. It becomes an opportunity to 'experiment' and develop new ideas." Another interviewee feels the effect on LPS has been great: "EETEP has involved more LPS people in the elementary education program; they are giving lots of additional time to the various activities of EETEP; principals, classroom teachers and the like are going through workshops and various meetings dealing with EETEP. The principals have been very involved - unlike the regular program. The buildings and staff were hand-picked; we were able to choose schools and personnel who were growth oriented. All of this is unheard of in the regular program."

"How has EETEP communicated itself to you and others?" There are two sides to any communication - the preacher and the congregation. There is an EETEP committee that should feel the communication is quite good; they are at the meetings; they receive the minutes; they talk over coffee, in the classroom, the hallways. The more involved the interviewee the better they felt about communication. I asked the closely involved how they felt EETEP was communicating with the rest of the department and college? More than one person mentioned the difficulty of communicating to the entire department and college because it is organized in several small groups...not one large bi-weekly meeting. "I am not sure there could be better communication."

As mentioned above, "Mary is the only contact we have had about EETEP and what she was able to tell us was most helpful; but that was a year or so after everything got started." ("We" and "us" are the regular elementary education faculty.) "I need to know what is going on and if I disagree, have the chance to say so. I don't hold grudges. I will get over it. But if it (communication) is just an undercurrent that gets me the information I won't get over it."

One person suggested that if there are minutes of EETEP meetings or regular reports of activity - like a newsletter - that could be shared beyond the directing group it would improve communication throughout the college and department. "But," the person continued, "no one has come up to me and asked about EETEP. If they want to know they should ask. Nobody is shutting anyone out. Those who are not involved have stayed out by choice. Communication is a two way street." "Egbert's involvement and leadership has been very strong; he has been open to any and all ideas concerning the program. The problems, as they have arisen, have been dealt with. He has kept everyone informed." Even the individual who indicated that "everything was a secret" did say that he had, "been asked for input into areas of arts and sciences - what courses should be taken and I made some recommendations."

The question on consultation received very simple replies. The closer I got to the central planning group the stronger they felt about the sufficiency of consultation. In fact two of them underlined the way in which EETEP has attempted to share in the planning process through consultation, "No one is shut out; we solicit input from everyone." "The faculty have been asked for input and most have responded." The further away I got from the central planning group the more EETEP was described as a "one man, closed program." "But you have to say something if you want to contribute; and I guess I don't have anything to say. Nobody has ever said I couldn't say something."

"What effect has the program had on you?" The general thrust of the response to this question was that it was a new, refreshing, exciting, challenging program that has brought life into their professional and personal existence. Three people indicated that EETEP was the sort of program that "I can feel good about." "I have grown through the involvement I have had with EETEP." "I feel strongly that faculty should be sharing in carrying out projects and the three of us are doing just that. We can talk and share - - this is always good." "Cooperative efforts are generally not rewarded - this one has been because when merit pay came up the fact I was involved in curriculum planning for EETEP was given merit pay increase." "Working with others is generally discouraged around here so everyone goes out after their own special programs. When you journey out on own you are less likely to have new ideas. EETEP has been a source of inspiration and new ideas for me." "I want Teachers College to be on the cutting edge of new and better programs. EETEP is that sort of program." One answer to the question of personal effect, from a more recently involved faculty, seems to stand out in left field by itself: "So far EETEP has had a very minor and indirect influence on me personally. EETEP is a spring board of the Dean's ideas, not of the college."

Another person made an interesting observation about how the cooperative effort going on in EETEP among the staff might have a positive effect on the students: "There has been good collegiality; cooperation among faculty; cooperation between faculty, students and counselors; all of this is good modeling for future teachers."

Finally, the last question: "What is going to happen when the money runs out from OERI?" Along with the money question the importance of Dr. Egbert came into play. There is no little feeling that perhaps more important than the money is what Dr. Egbert is going to be doing.

First let's deal with the money. Three of the faculty are very uncertain about whether or not the program can continue another year without the OERI money. "The Dean doesn't have any extra money. How will it be paid for?" They see EETEP as being really tied to the OERI funds. One person pointed to some similar programs in the 60s and 70s that were funded by the legislature until the funds ran out and then it was dropped. "Is EETEP like that? Without the bucks....we drop it?" "I do not see a strong commitment from the administration to see this program funded. If it is not funded beyond OERI; how is it going to operate? It can not run without that money."

Two people felt that whatever the Dean wanted to do about EETEP would happen. "We are putting a hell of a lot of money into a small group of students to the expense of the greater program. But then change gets the bucks - the Dean will not support regular program." A former administrator was more blunt, "If the Dean wants it - it will be done. I have been in administration long enough to know that." One person didn't really see much support coming from the Chair or the Dean for EETEP, "The support has come in allowing the program the resources to be carried out. They (the Dean and Chair) don't say or do much of anything else."

The rest of the faculty simply do not see the OERI money as a problem. They see it as a problem in re-arrangement of faculty assignment - much like the Dean and Chair view it. But a far more important problem would arise if Dr. Egbert were not around.

To varying degrees, in the minds of the faculty that I dealt with, Dr. Egbert's presence is the reason the program was proposed, developed, started and continues. Particularly as one goes out from the center of involvement toward those who are not involved at all with EETEP there is the notion that "the program is Bob Egbert." "We could probably get the current students through the program but without Bob it wouldn't go any further." "EETEP has the image of being one person's program." "Bob has a lot of respect in the college. He is one of a handful of people on this campus who have credibility and notoriety nationwide. It is going to be hard not to look at EETEP and Bob Egbert as one in the same. He certainly does not intend that...but I don't think it can be prevented. His leadership and power to influence are the reality. If I had tried to do the same thing we would still be in the talking stages..and I would probably be talking to myself!"

Two people involved in EETEP from the beginning recognized the importance of Dr. Egbert's presence to starting up the program however they have no sense of the program disappearing without Dr. Egbert. "The longer we go the less EETEP will be dependent on any single or even group of people. By the time the first cohort graduates we (the originating individuals) will be unknowns."

RESEARCHER'S SUMMARY

1. How are the various interviewees involved in the EETEP, or how have they been involved in the past?: What has been their contribution to the program? (Follow-up: If heavily involved, why? If uninvolved or if only partially active, what would have been required to elicit involvement?)

The involvement of those interviewed varied generally on either end of an involved and not involved continuum. The interviewee either was or was not currently involved in EETEP. One individual not now involved was involved only briefly at the startup of EETEP; another has been involved but because of schedule has not been as involved this past academic year.

No one complained about too much or too little involvement. The closest to dissatisfaction came in the form of feeling a lack of time to do as much as she would have liked.

One faculty member is only recently involved. He is one of three to be asked to prepare the methods course for cohort one to be used second semester 88/89. Being asked and paid to function in that capacity is the reason for involvement in EETEP for that particular person.

Each faculty member interviewed who has been actively involved in EETEP feels they have made or are making an important contribution to EETEP - curriculum development; teaching; advising were the most frequently mentioned forms of contribution.

What about those who have not been involved? They chose not to be involved. There are reasons given but none of the reasons are actual barriers to involvement. When asked for input the un-involved have done so. I do not see signs of absolute negativity toward EETEP; I do see signs of a "them and us"; a "new and old"; "insiders and outsiders" game being played. But that would seem to be the history of C&I at UNL; it is an attitude that will come forward with respect to a number of things not just EETEP when it concerns new approaches or anything resembling a suggestion that something could be done differently. C&I is made of human beings doing natural human things in protecting self-interest and home turf.

EETEP may be on the verge of seeing some gain in trust within C&I. The manner in which EETEP has functioned - openly, with an expanding and inclusive approach to involvement of more and more individuals in the department; asking for input from everyone when appropriate; talking about EETEP, especially when asked to do so. With passage of time the program gains legitimacy and is judged by how and what it is doing rather than by who is doing it. It is seen not as a criticism of current or past programs but an opportunity to see what can be done differently and maybe better. EETEP is not seen as competition but as a compliment to the larger program. There may always be a hard-core group who will refuse to have anything to do with EETEP - but I did not find that to be the case now.

Finally I would think that EETEP needs to keep doing what it has done to create the level of involvement it is currently enjoying. If communication lines are kept open eventually most everybody will answer the phone; respond to any and all direct inquiries; ask everyone for input when it is possible; stay visible and vocal.

And most important there has to be a way that students can keep a feeling of being participants in deciding the direction of the program as it effect them. As EETEP gets more history behind it there may be a tendency to set it in concrete. The experimental, flexible, evolving nature of EETEP has given the student a participatory spirit that is a very positive aspect of EETEP. Contrary to the rest of their college career, they have a sense of ownership in EETEP that should be played for all its worth.

2. How do the various interviewees perceive the EETEP? This question implies both content and affect. That is, how do they describe the program and how do they feel about it? (Follow-up: If positive, why? If negative, why?)

There is nothing set in concrete. Obviously EETEP can still, to a degree, be a variety of things to a variety of people. Certainly there is agreement that EETEP is an effort to see if by doing some things differently the preparation of teachers for elementary education settings can be improved. The perception of EETEP ranges from "old hat" to "innovative"; from regular to irregular; from revolutionary to normal. EETEP has not backed itself into a corner and opted for one image. This has not been a bad move. The Chair hits it on the head when he indicates that EETEP has a flexibility that would not be bad to have around for years to come. EETEP's flexibility allows even the students to have a sense of continuing development and change; and more important a feeling that they can be contributors to that change and development. The less institutionalized EETEP stays the clearer its purpose can be stated: the improvement of teacher education.

It may be more and more difficult to prevent the fifth year aspect of EETEP from becoming the center piece of EETEP but right now the students and involved faculty can simply view EETEP as a program that has changed some of the requirements for students in teacher education and it so happens it is going to take longer than four years. The fifth year does not have to become the issue - as some might want to make it; the issue is quality of teacher preparation. When I was able to get the "uninvolved" off the five year issue they focused on the positive side of EETEP. Interestingly only the uninvolved talked about the fifth year; none, including students, mentioned the fifth year requirement until I mentioned it.

The other smoke screen concerning perceptions of EETEP comes in the form of "EETEP is Bob Egbert." Dr. Egbert was included in most student, faculty and administration descriptions of EETEP - either directly or indirectly. It may have been more subtle with some than others but the reality is that Dr. Egbert has been important. Fortunately the name Egbert is not a bad piece of luggage for a program to have to carry around. But the question easily arises - what if he disappears? The data indicates that Dr. Egbert has and continues to be important to EETEP but there is growing evidence that as time passes the program gains its own credibility aside from its founder's.

My conversations with Dr. Egbert show an awareness on his part of the situation. He admittedly has taken advantage of his influence and he knows that EETEP has benefited from his protective cover and mothering guidance. I sense that while Egbert knows of the respect ("fear") that he commands, he has strong feelings that another individual(s) could take over tomorrow and EETEP would continue. Given a particular person or persons taking his place there may be a different philosophical approach to certain EETEP principles but the basic mission behind EETEP's existence would continue: the search for excellence in the preparation of teachers for elementary school programs.

I did interview one person who has a firm grasp of EETEP as it is now working and has a well developed vision of where it can be going. The kicker is that she, like Egbert, is an "outsider" (the Dean's term). So, the issue may be whether an outsider without clout can carry the day. But with the passage of time - and it may already be now if the people I interviewed are any indication - EETEP will rise above personality.

3. How do the various interviewees view the EETEP as affecting UNL's "regular" elementary teacher education program? In what ways, if any, is the EETEP affecting Lincoln school programs? (Actually, potentially, and preferentially?)

The effect of EETEP on UNL's program is yet to be seen. After two years the effect of the program is still mostly on itself and the people involved in it. However a couple people pointed to some things that EETEP is doing and toward which the regular program is moving:

- video taping
- more intensive early classroom activity

- a cohort system

Whether the moves were caused by EETEP's existence or whether EETEP has merely pushed ahead the inevitable changes is moot. What is clear from all faculty interviewed is that EETEP is causing discussion and the discussion can not help but effect the regular program. To what degree and in what direction and how fast those effects will occur is a difficult judgement to make.

Those students and faculty who are working with LPS faculty see positive effects - both for the school system and for individual teachers. More involvement of LPS staff; more in-depth interchange between UNL faculty and LPS administration/faculty; more sharing between students and LPS classroom teachers; are all seen as positive moves - moves that are important to both Teachers College and the Lincoln Public School system.

4. In what ways has the EETEP communicated with the various interviewees? Has communication been sufficient and timely?

Administration, students and involved faculty that were interviewed felt that communication was very good. Meetings, minutes of meetings and "hallway" conversation were the chief avenues of communication. Open and organized are descriptives that were used concerning the manner of communication from EETEP. For the non-involved faculty, communication was through hallway conversations, now and then reports at faculty metings and through students. The obvious difference between involved and uninvolved communication about EETEP is that they are "one step removed from the planning and reporting of planning."

The students had positive feelings about communication and consultation (the next question). The difference was expressed by comparing what the rest of the university seemed to be trying to do: "They wind you up and put you down on a track." EETEP has communicated with the student through class/faculty relationships and through the advising process.

The good things being said about communication and consultation are obviously a result of the necessity for conversation due to the continued evolvement of EETEP. There is talk going on because the program is being developed, evaluated, taken apart and put back together again right before everyone's eyes. Even the student has to be involved. When the faculty point to the "experimental" nature of EETEP they are recognizing, in part, the value of the dynamics that include the necessity of above average communication levels among faculty, faculty/students, department and college.

EETEP is talking to any who will listen. They have not forced themselves into anyone's ears. People who want to know about EETEP do not have far to look for information.

5. Do the interviewees feel as if they have been consulted appropriately and have been involved in program planning?

Of the faculty involved in EETEP there was a feeling that program planning was a group operation. As you move out from that core group there is more sense of being consulted by "them"; and as you move toward the "uninvolved' you have "Bob hasn't asked me for anything." That is an oversimplification - the point is that mutual-consultation is how I see EETEP running at the center; and I sense the faculty on the edge seeing the whole thing as being a one or two person operation with closely held cards. But, again, the latter is changing.

Two "consultations" were recalled by the "uninvolved": (1) Dr. Kluender's reporting on EETEP at their request; and (2) being asked for input on what EETEP students should be taking in the way of General Education courses.

Concerning both communication and consultation I would agree with a couple interviewees who felt that every effort had been made to involve or share with all departmental and/or Teachers College people who would care to be involved or shared with.

6. What effect, if any, has the EETEP had on the interviewee? What effect should it have had?

The report shows the strong, positive effect EETEP has had on all involved - students, faculty and administration. A sense of, and satisfaction in, something happening that could have significant impact on the preparation of elementary school teachers - not just for UNL but on a broader, national level as well. The notion that EETEP is the "sort of experimental process" that ought to be done in a research institution came up more than once.

Several faculty pointed to the opportunity to further their own individual research/specialty areas; but along with that was the notion that they are also doing things in teams - which, evidently, is not going on very much in their field. In this connection there was mention that the work faculty do with EETEP is being given recognition in the form of merit pay by the college administration.

One of the EETEP staff interviewed was a graduate student who served EETEP as a graduate assistant. The need for more hands in EETEP is clear and the graduate student provided one more body. But the effect of EETEP on the graduate student is interesting in light of what some see as a function of EETEP. Somewhere in my conversations and/or reading (probably both) a proposal was discussed for creating an environment where individuals interested in learning more about how to teach teachers could come and be a part of that sort of learning experience. The graduate student did just that within the EETEP operation. In this student's case, through his involvement in EETEP, his dissertation and future direction in education were strongly influenced. At least in this one case EETEP did function as a sort of lab that allowed a graduate student to carry out "research and practice" at a very meaningful level; meaningful to the graduate student, to the undergraduate students and to the university faculty. As long as EETEP is flexible in nature and open to change and experiment what better situation for graduate studies?

7. How do the Dean and department Chair view the likelihood for continuation of the EETEP after OERI funds for program development run out? Do they intend to fund the continued implementation of this expensive program?

Both the Dean and the Chair see EETEP continuing. OERI money has been important in setting the major sections of the program and getting EETEP going but its continuation is not dependent on those funds.

The cost to Teachers College comes in assignment of faculty to its classes. Budgets are tight but on a priority basis EETEP is important and faculty will be shifted around as needed to cover EETEP classes. More than once it was mentioned the real expense of EETEP is the cost of faculty due to the "intense" nature of EETEP. It is work that both challenges and drains the individual; work that demands greater student/faculty relationships. In summary, it is clear that both the Dean and Chair are strong advocates of EETEP; that EETEP is the sort of program that ought to be going on in Teachers College and that it will no doubt continue.

Cooperating Teacher and Principal Study for Extended Elementary Teacher Education Project (EETEP)

by Leslie A. Thompson

As a part of its evaluation of the Extended Elementary Teacher Education Project (EETEP), the University of Nebraska was interested in how cooperating teachers and principals in the Lincoln Public Schools (LPS) "view the program, whether they feel something significant is being accomplished in teacher education, how successful they feel the cooperation between the university and the public schools has been and how the two institutions can work more effectively" in the future.

Four administrators (the associate superintendent, a consultant and two principals) and eleven teachers were interviewed, some in person and others by phone. Their degree of involvement with EETEP ranged from nothing more than being a teacher in one of the four buildings where EETEP students are assigned to being a member of the initial steering committee formed three years ago to set the goals and do the broad planning for EETEP. Specifically, three teachers have not been involved with the program, three teachers and one principal have worked with EETEP students for one semester, one teacher was involved with the project for two semesters, and four teachers and one principal have been involved with the program for the three semesters that EETEP students have been working in classrooms. In addition, six of those interviewed have helped the university in planning EETEP: three administrators were on the initial "brainstorming"/steering committee, one of those three continues in that capacity, and two teachers and an administrator worked on planning teams that helped structure specific courses that EETEP students would take at the university.

When asked to describe EETEP and how they feel about it, one administrator characterized the program as one with "low visibility," yet only one of the three people who had never been involved with EETEP students felt unable to answer the questions posed to her.* The majority of respondents--administrators as well as teachers--defined EETEP as a five-year teacher education program with an "early emphasis on classroom experience." While most of those interviewed are aware that the program includes a fifth-year internship, only two teachers commented how that may be a strength of EETEP: a semester of internship is "good for learning about discipline;" it's "when you learn to teach." Everyone surveyed, however, feels highly positive about the early field experiences, the most emphatic asserting, "It's about time (the university offer) a program where students begin as freshmen or sophomores" to gain classroom experience. Their reasons are two-fold: first, they feel that because of both the amount of time spent with children in classrooms and the varied experiences EETEP students have by working with different cooperating teachers as well as with different age levels of children, these students have a "broader knowledge base" and will therefore be better prepared to teach. Secondly, those interviewed feel that early and intense classroom involvement affords EETEP students a better understanding of all that teaching involves, and allows them to "clarify earlier in their college career whether or not they want to teach." One teacher contended, "How unfair for students to spend four years in college and to graduate, who either won't make it in teaching or who will hate it!"

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* This teacher was just completing her first year as a regular classroom teacher in an EETEP building, having previously taught in Chapter I and English-as-a-Second-Language programs in other buildings. While she was aware the project existed, and sounded excited about becoming involved--to the extent of asking for the interviewer's phone number!--she hesitated to respond to the interview questions.

Administrators tended to include in their description of EETEP the fact that it is a research-based program that includes "more bridging of theory and practice." Not only is there more classroom involvement, but also there is "more interpretation of that involvement," leading again to the speculation that EETEP students will be better prepared to teach.

The Lincoln Public Schools personnel interviewed feel that, because of the early and intense involvement of EETEP students in the classroom, something significant and positive is being accomplished in teacher education. The levels of commitment, ability, and responsibility are felt to be much higher for EETEP students than for students in the regular teacher education program at the university.

When discussing the level of commitment of EETEP students, one teacher related that the two students she worked with found additional time to spend in their cooperating classroom throughout the semester and continued "to visit" after the semester was over. The question, however, arises, does EETEP produce more committed students, or do only those students who are already highly committed to teaching remain in the program? When asked to consider the effects of EETEP on the university students, one administrator argued that it was difficult to compare EETEP students with those in the regular teacher education program. Since "EETEP students who started and stayed in the program were more committed" from the beginning, the effects of EETEP on the students themselves "can't be defined." On the other hand, a teacher maintained that because of the early exposure to children, classrooms, classroom management and discipline, and the understandings that are realized, EETEP students are "forced to be more committed" to teaching as a career.

When addressing the ability levels of the EETEP students and the learnings that occurred in the field experiences, cooperating teachers mentioned a variety of "insights" that the students "gained about teaching before becoming responsible for a classroom." They "grew in their understanding of children," for instance, they became aware of children's home lives and how problems at home can affect learning. Some EETEP students were "surprised" to find that children "lost their interest easily" and had to learn about adjusting their lesson presentation when that began to happen. By being in the classroom, university students have learned about "the practical aspects of teaching" including "in-depth planning" and the logistics of "moving children and organizing supplies." They have had to "grapple with problems normally not thought about until they are teaching." Teachers watched the EETEP students, as a result of this struggling, gain "self-confidence" and exhibit more "poise" than students in the regular education program.

EETEP is so designed that the university students, especially those in the Human Technologies in Teaching (HTT) course, are held responsible for communicating with their cooperating teachers to schedule planning and teaching times. In addition, they are responsible for a variety of teaching assignments. In most cases, cooperating teachers described their own role as one of a "guide," offering the students ideas and sharing materials and allowing the students to choose and plan from the suggestions made. The EETEP students were described as "reliable" and "conscientious" in meeting these responsibilities.*

As staff from Lincoln Public Schools were questioned, it became clear that EETEP contributed to significant benefits within the elementary schools themselves. When asked how EETEP affected the elementary school children, two important responses surfaced. Cooperating teachers and administrators alike feel that children gained not only by adjusting to different "teachers with different teaching styles," but also from more exposure to and involvement with more positive adult role-models. One teacher noted that the elementary students in his class "bounced ideas off the EETEP students that they might not be comfortable" discussing with him. In addition, having EETEP students in the classroom was seen to "improve the teacher/student ratio," allowing for more individual attention and tutoring. An administrator speculated that as children in elementary classrooms become "more diverse through more mainstreaming, any program will be enhanced by having additional resources that are both committed and skilled." Only one teacher disagreed, saying that having EETEP students "takes classroom time for students from the teacher. If I had been pressed for time because of slower-moving kids, I might have felt concerned."

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* One cooperating teacher shared the following anecdote that serves to demonstrate not only the higher skill levels EETEP students are felt to have, but also the impact the project may be having on students in the regular elementary education program. The teacher had been assigned both a "regular" student teacher and two EETEP students and found the student teacher became better motivated. "She became sharper. She wasn't about to let these (younger EETEP students) outshine her!"

An equally noteworthy outcome of EETEP is the effect the program has had on the cooperating teachers themselves: eight of those interviewed spoke to this subject. The EETEP students are seen as "positive people with fresh new ideas" and "enthusiasm that rubs off on" and "challenges the teachers" in the EETEP buildings. "Even the hermits began crawling out of their holes to show interest in the program." Classroom teachers were made aware of "doing a better job" and "getting into and staying out of ruts." One teacher found he "had to be more organized." The cooperating teachers had to "verbalize their teaching techniques--why you do what you do." Through such articulation, they had to "rethink programs and methods, improving them in the process." One principal and one teacher found EETEP students are "learning to ask better questions, therefore teachers are required to answer better." They found a higher level of sophistication in the "question/answer process."

While LPS teachers and administrators view many benefits of EETEP for everyone involved, they also recognize problems in the program. One administrator feels the project "has many loose ends and (lacks) consistency in teacher expectation." Teachers voiced frustration about what they feel is an unclear "job description." Questions and statements from half the teachers interviewed reveal their "confusion:" "Who is responsible for helping the students plan their lessons?" "How much direction should we give the students?" "What do I do when the students flounder?" "I felt like I was in limbo--I didn't know when to step in and when not to." "Do I give the students feedback or is evaluation the responsibility of the university advisors?"

Communication is another area where problems have occurred. While it has been adequate, "there have been glitches." Concerns include questions about the responsibilities of cooperating teachers, meetings that were not planned well enough in advance or that conflicted with LPS commitments, and a lack of information about "what is coming--what our next step is." While those interviewed recognize that communication has improved since the program's onset, continued improvement in this area is necessary.

The last concern to be mentioned was that of cost. As a "labor intensive program . . . can it be afforded by the university?" Both the ratio of professors to EETEP students and the amount of time and energy given those students is "phenomenal." The only negative comment one teacher could make about EETEP was "disappointment and frustration" that the cost of the program would not allow it to continue.

From the point of view of Lincoln Public Schools administrators, EETEP is a "good model of collaboration" and cooperation. From the outset, the university "sought and respected public school input" in developing the program. The university has bent over backwards to include Lincoln Public Schools teachers and administrators in planning" student coursework. The university has also done "a good job of adjusting the program as data was collected" including suggestions from teachers. As EETEP students entered the classroom, cooperating teachers found that the university advisors "worked hard to keep us informed" and "were very receptive to our ideas (even though sometimes we gave students opposite messages)."

For this kind of cooperation to continue in the future, there are several variables to be considered. Public school officials question the university's commitment to the program. Is the commitment they've witnessed by the faculty involved in the project (namely Dr. Egbert) "universal among all Teachers College professors" or is there a "small enclave of persons with no channel to involve others?" If the latter is the case, one administrator would suggest the need for a broader base of support within Teachers College that would include contact with and an impact on all of its members.

Cooperating teachers, like administrators, feel that the success of EETEP has rested in part with the specific university advisors involved; they were described as being "cooperative," "flexible," "receptive," and "easy to communicate with." Teachers generally felt "good (about being) involved with the university advisors," and they see a need to increase the amount of time spent with the university faculty. Teachers noted in a variety of ways that "we don't know what (the EETEP students) know" or are learning in each class: "They're terrible with bulletin boards!" and "EETEP students don't have the skills to make subject area decisions in the HTT course." As a result of the limited knowledge of both the public school teachers and the EETEP students, cooperating teachers feel that better communication about the rationale, objectives and specific learnings of EETEP courses would improve the effectiveness of the program. One cooperating teacher also suggested, "Maybe we, as teachers, need (to take more responsibility) for communicating."

Another consideration is elementary teacher commitment. As EETEP is labor intensive at the university level, it is also "labor intensive at the elementary school level" and "can only work in classrooms with teachers who are willing to invest the time." While some teachers feel, "If we're not here to help the new ones learn, what's our role?", that judgement is not universal among cooperating teachers. A principal also addressed the level of teacher commitment that he feels the public schools owe to EETEP. He expressed a concern about the initial commitment of teachers as well as wondered about whether or not teachers would loose interest in the program during semesters when EETEP students were not placed in their building. He also noted that those teachers who had been involved in some capacity in EETEP program planning demonstrated a higher level of commitment than those who hadn't. Another principal suggested that to better facilitate collaboration, a staff member in each building should be assigned the role of acting as liaison between the elementary school and the university.

Finally, cooperating teachers and administrators were asked to speculate about how EETEP might affect the regular university program for teacher education. "The regular (teacher) training program is no longer adequate (preparation) for teaching," and LPS personnel suggested a variety of improvements they would like to see occur. They recommend that all elementary teacher education students have more field experiences earlier, "giving them a chance to try out ideas and materials." In addition, they "would like to see the closeness of seminar and practicum" that they've observed in the early EETEP field experiences be adopted by regular teacher education courses. The Human Technologies in Teaching course has a strong research basis that they would recommend for other classes. The HTT course also "shows considerable thought about what should happen when and relates (what is learned) to the field experiences," leading one administrator to advocate that "the university should take a look at other methods courses--and psychology and philosophy courses--and revise them" to include a better bridging between courses and a better relating of field experiences to what is being learned in the university classroom. An LPS administrator suggests there should be more general education requirements for all teacher education students. In addition, public school staff would like to see "more dialogue among all who teach elementary education students--primarily within Teachers College, but throughout the university as well--so that there is a systemic relationship in what is taught." One teacher proposed EETEP should be the regular teacher education program: "If EETEP is good for fifteen or twenty (students), why isn't it good for everyone?"

In conclusion, EETEP is viewed as a program that "sounds impressive" in what it is attempting to do. As a model, it is "thoughtful, analytical, innovative, research-based, collaborative and cooperative." As a result, EETEP students are seen as being "more thoughtful and analytical who have better skills earlier." "A format (for collaboration was developed) that was appropriate" for "sincere input" by the public schools, and the public schools and the university are viewed as "co-equals." While problems with communication and the expectancies of cooperating teachers have been areas of concern, cooperation between the two institutions can be improved by increasing the amount of time cooperating teachers spend with university faculty learning about the program.

TEACHING MATHEMATICS, NATURAL AND SOCIAL SCIENCES IN THE ELEMENTARY SCHOOL

Teaching Mathematics, Natural and Social Sciences in the Elementary School is an integrated professional course for undergraduate students preparing to become elementary school teachers. The course is designed to integrate content and experiences of three separate three credit hour courses in the areas of mathematics, science and social studies (Curriculum and Instruction 307-Social Studies, 308-Mathematics and 315-Science).

This nine to eleven credit hour course, Teaching Mathematics, Natural and Social Sciences in the Elementary School, places emphasis upon the role, content, materials and trends of mathematics, science and social studies in childhood education. Consideration is given to selection and use of learning materials, teaching strategies, assessing learning outcomes and the development of lesson plans and units of instruction.

COURSE OBJECTIVES

I. The Child

1. Perception of the Child and His/Her Development.
   The student will be able to:
   a. Describe characteristics of the child at various age levels five through twelve.
   b. Observe children and detect their physical development, characteristic behavior, special needs, and cognitive development.
   c. Plan mathematics, natural and social science learning activities that are compatible with the physical development, characteristic behavior, special needs and cognitive development of a given age group.

2. Perception of Differences Among Children.
   The student will be able to:
   a. Suggest general ways in which students differ culturally from each other.
   b. Compare and contrast culturally different children with other children.
   c. When appropriate, prepare self to serve the needs of children that are culturally different from him/herself.

3. Perception of Exceptional Children.
   The student will be able to:
   a. List and describe major handicapping conditions and characteristics of gifted children.
   b. Determine how needs of exceptional children are being served in a given elementary school.
   c. When appropriate, prepare self to serve the needs of an exceptional child.

II. The Nature of Mathematics, the Natural and Social Sciences

1. Perception of Elementary School Mathematics, the Natural and Social Sciences.
   The student will be able to:
   a. Write a defensible definition of mathematics, the natural and social sciences and explain why they are part of the elementary school curriculum.
   b. Through interview and other techniques, determine how others perceive elementary school mathematics, natural and social sciences in terms of definition and purpose for including them as a part of the elementary school curriculum.
   c. Display how personal anxiety toward mathematics, natural and social sciences has been reduced.

2. Perception of the Elementary School Mathematics, the Natural and Social Sciences Programs.
   The student will be able to:
   a. List and describe issues and trends in elementary school mathematics, natural and social sciences.
   b. Compare and contrast traditional approaches of elementary school mathematics, natural and social sciences with newer approaches.
   c. Through interview and examination of materials, determine the scope and sequence (K-6) of mathematics, natural and social science programs in a given elementary school.

III. Instructional Planning

1. Perception of the Purpose of Instructional Planning.
   The student will be able to:
   a. In writing, identify and describe the parts of a unit.
   b. Describe the relationship between lesson plans, teaching units, and resource units.
   c. Display the ability to construct lesson plans and a teaching unit.

2. Perception of Cooperative Teaching and Planning.
   The student will be able to:
   a. List advantages and disadvantages of cooperative planning.
   b. Evaluate self and others in cooperative planning.
   c. Display ability to cooperatively plan.

IV. Objectives of Mathematics, Natural and Social Sciences

1. Perception of the Relationship Between Experiences, Facts, Concepts, and Generalizations or Principles.
   The student will be able to:
   a. In writing, define facts, concepts, and generalizations or principles.
   b. In writing, give examples of facts, concepts, and generalizations or principles.
   c. Given concepts and generalizations or principles, apply them to his/her own experiences.

2. Perception of Conceptual Development and Teaching Elementary School Mathematics, Natural and Social Sciences.
   The student will be able to:
   a. Given a teaching unit topic, identify and list mathematics, natural and social sciences concepts and generalizations or principles appropriate for the unit.
   b. Identify instructional activities appropriate for conceptual development around given concepts and generalizations or principles.
   c. Implement activities and apply evaluation techniques that relate to given concepts and generalizations or principles.

3. Perception of Skills.
   The student will be able to:
   a. In writing, define the term skill.
   b. List the major skills that are included in elementary school mathematics, natural and social science programs.
   c. Relate skills of mathematics, natural and social sciences to application in daily living.

4. Perception of the Relationship of Skills of Instructional Activities.
   The student will be able to:
   a. Explain how a child of a given age can make application of skills in the acquisition of knowledge.
   b. Given the need for the acquisition and development of a skill, select an appropriate instructional activity for a child of a given age.
   c. Through conversation with a child, determine his/her feeling about a skill.

5. Perception of Skill Acquisition, Development and Application as Related to Instruction Planning and Teaching.
   The student will be able to:
   a. Given a teaching unit topic, identify skills appropriate for a given group of students.
   b. Develop and select instructional activities that enhance the acquisition, development and application of skills for a given group of students and/or individual student.
   c. Implement instructional activities that will enhance skill acquisition, development and application with a given group of students.

6. Perception of Attitudes and Values.
   The student will be able to:
   a. Define values.
   b. Identify values of others.
   c. Clarify his/her own values using value clarification techniques.

7. Perception of Values and Teaching.
   The student will be able to:
   a. Given a teaching unit topic, identify attitudes and perceptions appropriate for a given group of students.
   b. Plan instructional activities that will help develop certain attitudes and appreciation of a given group of students.
   c. Implement instructional activities that will head toward the development of certain attitudes and appreciations among a given group of students.

8. Perception of Values in the Classroom and society.
   The student will be able to:
   a. Determine how practicing teachers provide for values education.
   b. Determine how values are expressed in society.
   c. Solve problems related to values education.

V. Teaching Strategies and Instructional Materials

1. Perception of Inquiry Teaching and Learning.
   The student will be able to:
   a. Define each step of the inquiry process.
   b. Develop an inquiry unit.
   c. Apply the inquiry process to his/her personal life.

2. Perception of Teaching and Learning Methods.
   The student will be able to:
   a. Contrast the deductive and inductive teaching methods.
   b. Present two learning activities: one that employs the inductive method and, the other, the deductive method.
   c. Employ both inductive and/or deductive teaching methods with one or more elementary school children.

3. Perception of Cooperative Teaching and Learning.
   a. Define each step in the cooperative learning process.
   b. Develop a cooperative learning lesson.
   c. Teach a cooperative learning lesson.

4. Perception of Instructional Materials.
   The student will be able to:
   a. Identify instructional materials that may assist elementary school students in the attainment of given objectives.
   b. Incorporate instructional materials in learning activities that lead to the attainment of objectives.
   c. Make available and utilize instructional materials with a given group of elementary school children.

5. Perception of Instructional Activities and Materials for Culturally Different and Exceptional Students.
   The student will be able to:
   a. Within a given group of students, determine if any are culturally different and/or exceptional.
   b. Select appropriate materials and develop appropriate instructional activities for culturally different and exceptional students within a given class.
   c. Implement appropriate materials and activities for culturally different and exceptional students within a given class.

6. Perception of Instructional Activities and Materials in the School Environment.
   The student will be able to:
   a. Assess the utilization of activities and availability of materials in schools.
   b. Determine how students feel about activities and materials.
   c. Solve problems related to instructional activities and materials.

VI. Evaluation

1. Perception of Evaluation.
   The student will be able to:
   a. Explain the purpose of evaluation as a part of the elementary school mathematics, natural and social sciences programs.
   b. Determine how given teachers evaluated their students.
   c. Solve professional problems related to evaluation.

2. Perception of Evaluation Methods and Techniques as They Relate to Teaching Elementary School Mathematics, Natural and Social Sciences.
   The student will be able to:
   a. Identify techniques to evaluation that relate to teaching objectives for a given group of elementary school students.
   b. Construct or select evaluation instruments to be used with elementary school students.
   c. Utilize evaluation instruments with elementary school students.

3. Perception of Self and Evaluation by Others.
   The student will be able to:
   a. Describe why self evaluation is important.
   b. Evaluate fellow students and the instructor in a constructive manner.
   c. Have the instructor, fellow students, and a practicing teacher evaluate his/her work toward professional improvement and growth based on the data received.

COURSE CONTENT

To help students attain the objectives of Teaching Mathematics, Natural and Social Sciences in the Elementary School; on campus lectures, discussions and other typical college classroom activities will be provided. Also, provisions will be made for students to apply and test ideas and practices presented on campus in elementary school classrooms with elementary school students. The following description represents course content designed to attain objectives presented in the preceding section.

I. The Child

Piaget's four stages in human intellectual development are reviewed with special attention paid to assimilation and accommodation. The factors which influence transition from one stage to another are also discussed along with implications for teaching and curriculum.

Equity issues especially those involving minorities, gender and the handicapped are discussed. Organizational patterns involving Mainstreaming and Chapter I are presented.

Through example, consideration will be given to how teachers can relate the school curriculum to learning experiences students are having in nonschool environments through interactions with others, memberships in youth groups and their participation in activities such as T.V. viewing, travel, etc. Consideration will be given to local, regional and national programs designed to meet unique needs of special populations of students. As an example, the University of California--Berkley has developed a set of materials identified by the acronym SAVI/SELPH (Science Activities for Visually Impaired and Science Enrichment for Physically Handicapped). These materials are specifically adapted to accommodate the sense of feeling for the visually impaired.

II. Teaching Strategies and Instructional Materials:

Two general strategies, didactic (deductive), and hueristic (inductive) are presented and related to the Learning Cycle. Some teaching strategies introduced and practiced include the following:

- Inquiry as practiced by social scientists and as a decision-making strategy.
- Strategies that promote critical thinking skills.
- Questioning, feedback and interpersonal regard behaviors that promote high expectation for achievement in all learners.
- Strategies that employ role play, case studies and group activity.

Teachers must be prepared to utilize the latest technologies in teaching. This course will require students to make use of the computer and other technologies for support in the teaching role. Consideration will be given to computer software that is available such as the Bank Street College program entitled "Voyage of the MIMI," "Oregon Trail," and the rudiments of LOGO and some classroom applications of this language. Other instructional materials to be considered include the basic textbook, maps and globes, games, manipulatives, science laboratory materials and equipment and the newspaper.

III. Instructional Planning

Consideration will be given to instructional planning which commences with a resource unit, which daily and weekly lesson plans are derived from and implemented in a specific classroom with a specific group of students. Working with one or more other classmates; a teaching unit will be developed and one or more other classmates; a teaching unit will be developed and implemented in an elementary school classroom.

Consideration will be given to various ways to plan for instruction some techniques considered will include the Hunter Lesson Plan Model -----Learning, and the Active Mathematics Teaching Model.

IV. Objectives

A discussion of the difference between facts, concepts and generalizations and a consideration of how to prioritize facts, concepts and generalizations to be included in the elementary school curriculum will be provided. Objectives from various local, regional and national curriculums will be considered.

V. The Nature of Mathematics, Natural and Social Sciences

A consideration of the K-6 social studies, mathematics, and science scope and sequences typically found in elementary school; an examination of the definition of social studies, mathematics and science as well as the reasons for why they are a part of the elementary school curriculum will be considered. Societal expectations of school mathematics programs, social studies programs and science programs will be discussed.

VI. Evaluation

A consideration of the types of evaluation instruments available, noninstrumental evaluations, formative and summative evaluations and techniques for reporting pupil progress to parents will be provided.

VII. Teaching Special Topics

Special topics or issues to be considered include the following:

- Teaching maps and global skills.
- Teaching controversial issues.
- Censorship and academic freedom.
- Legal and global education.
- The teacher as a professional.
- Use of community resources.
- Use of laboratories including laboratory safety.

- Manipulative aids such as Cuisinaire rods.
- Care and use of plants and animals in the classroom.

GRADING/EXPECTATIONS/TESTING

The instructors of this block of courses believe that success in teaching is based on knowledge of subject matter, knowledge of pedagogy and how children learn, as well as skill in applying this knowledge to the teaching act. Therefore, the grade earned will reflect performance in all of these areas. Knowledge of subject matter, learning, and pedagogy will be measured with tests and projects. Projects will include such things as demonstration of the ability to use the Logo computer language. Skill in teaching will be measured by an analysis of performance in peer teaching and/or in in-school teaching. This evaluation will of necessity be somewhat subjective, but every attempt will be made to make it more objective through the use of videotapes and rating scales designed to measure teaching effectiveness. A significant amount of self-assessment will be initiated in the program. Students will be trained to assess their own teaching behaviors as well as those of others in their peer group.

It can be assumed that students in this block of courses are receiving a more extensive and intensive practicum experience integrated with formal classroom education and informal feedback from the faculty. Thus, it is highly probable that their average grades will be significantly higher than that of students in the traditional program.

REFERENCE MATERIALS

Social Studies

Textbook: Murray R. Nelson, Children and Social Studies, Harcourt Brace Jovanovich, 1987.

Selected readings from "Social Education," "Theory and Research in Social Education," and "The Social Studies."

Science

Textbook: Gega, Peter C., Science in Elementary Education, (Fifth Edition), John Wiley & Sons, Inc.

Additional Resources: The major supplementary sources for El. Ed. 315 are the sample science textbook series which are located in the Science Resource Center in Room 213 Henzlik Hall. In addition, there are numerous other resources for teaching science in this room including science curriculum guides, environmental and energy education resources materials, etc.

The National Science Teachers Association publishes a journal specifically for elementary teachers. The title is Science & Children. Copies of this magazine plus many others in science education may be found in Room 213.

Mathematics

Resource Book for Teachers of Elementary School Mathematics, Fejfar, Kinko pub., 1988.

Preparing Elementary School Mathematics Teachers, Worth, Joan, (Ed.), NCTM, 1988.

"Multicultural Mathematics Posters and Activities," NCTM, 1987.

"What's Noteworthy? on Teaching," Mid-Continent Regional Educational Laboratory, Whisler, J. S., (Ed.), Fall, 1987.

Teaching Mathematics in Grades K-8, Post, T. R., Allyn & Bacon, 1988.

The Arithmetic Teacher, NCTM, 34, 35, 36.

Appendix B. Course Outline for Language and Literature Block

Content	**Practicum tasks**
Introduction: Psycholinguistic theory	
I. Language and concept development	
A. Language acquisition	
1. Theories of language acquisition	
2. Stages of language acquisition	
B. Functions of language	Take a language sample using a wordless book as stimulus from 2 children of differing abilities.
C. Registers for language	
1. Dialect	
2. Slang/jargon	
3. Inclusive/exclusive language	
D. Language problems	
E. Influences on language	
1. Environmental	
2. Reading to children	
a. Values	
b. Technique/response	
c. DL-TA	Read a story to a group using the DL-TA format.
F. Emerging literacy	
1. Definition and research	Visit a kindergarten classroom for a whole day to compare a.m. and p.m. groups.
2. "Readiness skills"	
a. Concept formation	

            1) Stages
            2) Activities to enhance concept formation
        b. Auditory and visual discrimination

Plan and teach lessons dealing with concept formation, auditory and visual discrimination, and directionality (if assignment is K-1).

        c. Speech-to-print match
        d. Directionality
    3. Assessment and evaluation
    4. Early writing
        a. Stages
        b. Invented spellings
G. Language and literature
    1. Books for infants and toddlers
    2. ABC, counting, and concept books
    3. Wordless books
    4. Mother Goose
H. Oral language in the classroom

Conduct a "Show and Tell" or similar activity.

    1. Types of interaction
    2. Activities

II. Listening
    A. Levels of listening

Plan and teach a listening activity.

    B. Types of listening
    C. Factors that influence listening
    D. Role of the teacher in creating a "listening environment"

E. Activities

III. Picture books

A. Artistic styles

B. Artistic media

C. Caldecott Award

D. Visual literacy

IV. Storytelling

Prepare a story for telling with a visual aid and tell it to an entire class.

A. Values

B. Characteristics of a good storyteller

C. Telling the story

1. How to select a story for telling

2. How to prepare

3. Setting for telling

D. Visual aids/types of stories

E. Traditional literature

1. Types of traditional literature

2. Comparisons across cultures

F. Participation stories

V. Creative dramatics

A. Values

B. Skills developed through creative drama

C. Types of creative drama

Plan and teach 3 lessons dealing with 3 different types of creative drama.

1. Dramatic play

        2. Creative movement
        3. Pantomime
        4. Improvisation
        5. Choral reading
        6. Finger plays
        7. Puppetry and masks
            a. Values
            b. Types of puppets
            c. Puppet presentations

Plan a direct a puppet activity, including puppet construction and presentation.

    D. Scripted drama
        1. Reader's Theatre
        2. Formal plays

VI. Poetry
    A. Elements of poetry
    B. Types of poetry
    C. Children's interest in poetry
    D. Children's poets
    E. Writing poetry

Plan and teach 2 poetry lessons involving writing and art.

VII. Word identification (All areas include definition of terms, strategies for effective teaching, and discussion of how skills relate to comprehension.)
    A. Sight words
    B. Picture clues

Teach 3 grade level appropriate word identification lessons that include teacher-made manipulatives.

C. Structural analysis	
D. Context clues	
E. Phonics	
F. Spelling	Prepare and teach one spelling game/ activity. Administer a spelling test.
VIII. Vocabulary development	
A. Strategies	Plan and teach a grade level appropriate vocabulary lesson.
B. Creating interest in words	
C. Dictionary skills	
IX. Composition	
A. Writing as a process	Implement a writing process approach with a small group for an extended period of time.
1. Prewriting	
2. Drafting	Collect 3 writing samples from an individual child (beginning, middle and of semester) and compare.
3. Editing/revision	
B. Forms of writing	
C. Creating a writing "community" in the classroom	
D. Patterned language books	
E. Language experience	
F. Publishing in the classroom	Complete a publishing project with a group.
G. "Mechanics" of writing	
1. Grammar and usage	Using writing from the process group, diagnose and teach a skill.
a. Types of grammar instruction	
b. Sentence transformations	
2. Handwriting	Direct a handwriting lesson.

a. Basic strokes of manuscript

b. Basic strokes of cursive

c. Evaluation

Visit a 3rd grade classroom to observe an introductory cursive lesson

X. Comprehension

- A. Levels
- B. Metacognition
- C. Factors that affect comprehension
- D. Questioning strategies
- E. Strategies for developing areas of comprehension
- F. Critical reading
- G. Creative reading

Plan and teach 3 lessons designed to develop a specific area of comprehension. At least one should be based on a children's book.

Plan and teach 1 lesson that involves a creative follow up to a children's book.

XI. Contemporary realistic fiction

- A. Issues
  - 1. Nonstereotypic literature
    - a. Elderly
    - b. Sexism
    - c. Minority literature
    - d. Exceptional children
  - 2. Death
  - 3. Censorship
  - 4. Nontraditional families
- B. Evaluation of literature

C. Critical thinking

D. Newbery Award

XII. Approaches to teaching reading

A. Basal reader

Plan for and teach a basal reading group for 2 weeks.

1. Components of basal program
2. Evaluation of basal series
3. Directed Reading Lesson (DRL)
4. DR-TA
5. Management

B. Language experience

Take dictation from a small group; plan and teach a word identification and a comprehension lesson from that dictation.

C. Individualized reading

D. Whole language

XIII. Content area reading

A. Charecteristics of expository text

B. Vocabulary strategies

C. Comprehension strategies

D. Study skills

Plan and teach 2 grade level appropriate study skills activities.

1. Outlining
2. Notetaking
3. Utilizing parts of a textbook
4. Use of graphic aids
5. Locating information

6. Report writing	
E. Informational books for children	
1. Criteria for evaluation	
2. Use in content area teaching	
F. Historical fiction	
1. Values in using historical fiction	
2. Use in social studies teaching	
G. Biography	
XIV. Assessment	Administer 1 district-required test (e.g. DRO, cum. test, etc.)
A. Standardized testing	
1. Uses	Select 1 DRO; plan and teach a creative lesson designed for mastery.
2. Score interpretation	
B. Informal Assessment	
1. Informal reading inventories	Administer an IRI; interpret results.
2. Miscue analysis	
3. Cloze and modified cloze	Prepare and teach a modified cloze activity.
C. Grouping for instruction	
XV. Interest and attitude	
A. Assessment	Administer an interest inventory to 1 child and select a book based on the results.
B. Creating a "reading environment"	
C. Sustained silent reading	
D. Book sharing	Prepare and give a Book Talk.
E. Reading materials	

F. High interest literature

1. Humorous literature

2. Mysteries

3. Science fiction and fantasy

4. Children's choice award programs

Culminating activity: Plan and teach the entire Language Arts block of time for an entire week. This will include management of all the children in the classroom during this time. The themed learning center should be part of this management.

Practicum

Through the practicum experience in the Language and Literature Block, it is expected that the EETEP student will continue to grow in these areas:
1) recognizing the developmental levels of children
2) using observational skills
3) developing decision making ability

The EETEP student will spend approximately 1 1/2 to 2 hours in an assigned classroom daily during the time that the language arts are taught. Specific tasks have been designed to correspond with Block course content and to involve the EETEP student in working with individual children, small groups, and whole class. These tasks are noted on the course outline. To serve as a framework for the tasks, the following experiences have been identified as essential to meaningful integration of theory into practice.
1) work with groups of differing abilities
2) placement of children in and work with groups that are based on factors other than achievement
3) use of a variety of instructional options in a classroom reading program
4) demonstration and modeling of good listening skills, effective use of oral language, good handwriting, good spelling, and appropriate grammar and usage
5) ability to ask questions that are clearly stated and at an appropriate level of thought and inquiry
6) evaluation of educational materials for the following:
   a) quality (text and/or illustration)
   b) student interest
   c) appropriateness (according to ability, maturity, etc.)
   d) evidence of stereotypes
7) assistance with the evaluation of students
8) provision of a sound instructional rationale for planned activities that reflects knowledge of current research and theory and assessment of students' needs

9) implementation of the writing process

10) creation of an accepting, relaxed environment in which childre are encouraged to speak, listen, write, and read

11) use of literature as a base for activities to develop oral language, to stimulate writing, to promote reading for pleasure, to teach content area concepts, to develop reading skill, and to enhance critical and creative thinking

12) familiarity with professional resources for teachers, including books, journals, review sources, selection aids, etc.

13) provision of opportunity for children's response to literature in a variety of ways

14) development of a personal resource file, including children's books, poetry, pictures, bulletin boards, storytelling, activities, materials, and the like

15) daily and weekly planning of the total language arts

16) familiarity with scope and sequence of reading and language arts programs at the grade level of assignment.

Some experiences may not be possible in every site school setting but are highly desirable in terms of the philosphy and intent of the Language and Literature Block. These include:

1) reading to the students every day

2) participation in a parent conference relating to reading/ language arts

3) participation in the classroom teacher's decisions regarding evaluation of students and assigning of grades

4) observe reading/language arts instruction in a Chapter 1 and resource room

5) attend an LPS staff development session in the language arts area.

Appendix C

EETEP JOURNALS

I was interested in the use of Journals by EETEP students. The students themselves, at times, wondered why they had to go through the process of journal keeping. A couple students felt that it was a great deal of work; tedious and time consuming. I am not sure that even after two semesters of keeping journals they have a very strong sense of the potential use for the process. However one of the three students I talked with about the journals offered: "Sometimes I didn't know what he (Egbert) wanted. He would say things like "more" and I got frustrated. But now what we do is write when we have something to write about and that makes more sense than putting down all that detail."

"Journaling" can mean any number of things from a very rigid and well defined process used in spiritual therapy to a form of now and then personal note keeping.

I have spent the past two years observing clergy between the ages of 40 and 55 in an effort to see what it is they have done and are doing to keep from total burnout in the ministry. The fact is that clergy in main-line denominations who have not left the full-time active ministry are in the minority. A vocation that has the reputation of being a life-long service, in fact, loses over 60% of its advocates by the time they have had 20 years in ministry. Of the thirteen active Episcopal clergy I interviewed, between the ages of 40 and 55, 11 had identifiable "journaling processes" going on in their daily routines. Only three had the more formal, daily, set time, disciplined format. They could show me rows of book-type journals that represented twenty years or more of practically un-interrupted "report keeping." Six of the eleven clergy, while less disciplined about the process, could give me, in various forms, the same kinds of journals. The latter were not nearly as faithful in their regularity of journal use (one had an 18 month gap). These six seemed to turn to their journal keeping mainly when they needed an outlet because of isolation and stress feelings at a particular time or in a special situation.

Finally there were two clergy who, when I asked if they kept journals or diaries, said they did not. However during my time with them I saw them carrying out the journal process in other forms. One had a large book-like calendar that kept appointments and activities in order - and at the end of each day's record he would write something "to remind me what I was saying or thinking about things." More often than not this day-end "reminder of activity" was several paragraphs in length. The other priest who denied keeping journals had a practice of reporting his activities on a monthly basis to his vestry. To make that report he would several times during a week write down a summary of what was going on. At the end of the month he would digest those sheets of paper and come up with a summary report. He has kept those sheets of paper in boxes for the 13 years he has been making such reports; he also, of course, has each monthly summary report.

The point is that journaling is one thing that 11 of 13 still active clergy have in common. In a postcard survey of 200 randomly selected Episcopal Clergy under the age of 40, out of 112 returns, 22 indicated that they kept some form of journal on either a regular or semi-regular basis. Another 15 said that they have kept journals in the past but no longer did; and 13 indicated that for a brief time during their ministry they kept a journal. Journal keeping is not a normal activity for clergy; but of the 40% who have survived in the ministry into their 40s and 50s - journal keeping may be a trademark. That makes journaling a possible tool to combat the forces of burnout.

What about teachers? In the burnout literature three groups of people seem to run similar profiles - clergy, social/health care workers, and teachers. These three professions have a great deal in common. For example the following list of institutional and personal factors has been used to describe the main issues involved in clergy burnout. They have been "re-written" here in a way that describes the situation faced by teachers:

Professional isolation;
Unmotivated students;
Student load;
Evaluation of performance;
Professional and bureaucratic role conflicts;
Input into institutional policy making;
Lack of autonomy;
Clerical work;
Extra curricular assignments.
Need to utilize skills;
Unrealistic expectations;
Need to achieve results.

Teacher's, faced with the same professional and institutional factors as clergy, ought to be able to benefit from some of the same preventive interventions - i.e., journals. What is it about a journal that could possibly help a professional people worker - such as teachers and clergy? Simply, journals are like a peer who can listen in a non-critical fashion and help put our moment by moment frustrations/joys in perspective by recalling things we have said or done. A journal will not conveniently forget either our shortcomings or our long suits; it is totally accepting of who we are, where we have been and how we got from there to here. The journal plus me becomes a team when I am isolated and alone; it is my sounding board; my whipping boy; my confidant.

Of course there are journals and there are journals. A journal's value depends a great deal on how it is used. Used in passive, now and then, only when needed, ways - they are tools for temporary relief. On the other hand if you know that the journal is an important part of keeping professional sanity about you it will be capable of functioning as an intervention method for dealing with professional burnout.

Finally, the literature is fairly clear about what professional preparation schools should be focusing on if they are trying to deal with burnout. Like the theological school, teacher's college is focusing more and more on earlier on-site, hands-on, actively involved student teaching experiences. The five year program of EETEP will allow additional time that will involve more concentrated and varied "live" classroom experiences. Professional burnout begins the moment the student walks into a classroom and "for real" takes over. By the time a student leaves a "teaching" institution like a seminary or teacher's college s/he is already moved a distance down the burned-out path. Recognizing this, the training institution can take advantage of the situation by "forcing" the student to learn some skills that will be useful as they proceed in their professional careers. The journals are such a skill and EETEP has exposed its student to their use.

For this reason I am interested in at least three things concerning EETEP student journals. Over a two semester period of time:

1. Do the journals show improvement in the student's ability to open and honestly express their feelings, describe their professional and personal

settings, make use of perspective and certain other attitudes that make journaling the valuable tool it can be? Are they learning how to keep a useful journal? (It may be not all together the student's fault if the journals are not useful - the EETEP staff may have intended the journals to be for teacher monitoring of progress not for student ongoing, self-evaluation.)

2. Do the journals show the traditional signs of burnout? Are the issues that surround the burnout process for the professional people worker showing up in the student journals?

3. Can we see indications of whether and how EETEP students have changed over a period of 18 months in their attitudes/relationships toward peers, classroom and coooperating teachers, students, parents, and commitment to a teaching career?

I read, fairly superficially, nine journals. Each student had two sets of journals representing two semesters. The ability of each student to express themselves in writing varied at first but by the end of the second journal keeping period they all had gotten into their own comfortable and identifiable style of expression. Each set of journals can be picked up and by comparing the first 3-4 pages with the last 3-4 pages the reader can see the differences in expression. For example in most cases you move from the view of an observer to one of a participant. At the start you have statements about they and them and she and him; first person opinion runs rampant; people are described like inanimate objects; great details about shapes, colors, sizes and the like are recorded. At the end you have nearly total expression of feelings, hurts, loses, joy, pride, love, hate, concern; you have inanimate objects (such as buildings) now taking on personal attributes! Without reading anything more than the first and last few pages of the journals you know something has happened to the writers. They have grown; they have matured to a level of personal and professional awareness that allows them to be comfortable with expressing their frustrations and doubts as well as hopes and joys.

The beginnings of burnout can be seen in each EETEP student's journal. Some show strong expressions of several burnout issues. I would guess that the burnout level being expressed by at least two of the students would be that of a first year teacher. What is going to happen by the time this college Junior reaches the Fifth year of EETEP? All things being equal she may well find herself in the position of the 3rd or 4th year teacher looking around for another profession. But by allowing the burnout process to progress freely and naturally as much as possible while in the school setting that student could be given the skills with which burnout can be dealt. She can learn those coping and adjusting skills that give the professional the tools by which they can deal with the reality of burnout. This is a great opportunity. What is going on now? A senior goes out and teaches, for all practical purposes, for the first time a total of 12-15 weeks. What level of awareness are they at concerning burnout? I would guess (and it might make a good study for someone to measure the differences between EETEP students at various stages with the senior, student-teacher. A couple instruments come to mind.) I am going to guess that the level of burnout awareness and expression would be equal with the end of the first semester of journal taking that the EETEP students did and the conclusion of student teaching by the seniors. And I would further guess that the regular teacher's college product will feel at the end of one year of actual teaching about the same way an EETEP student will feel at the end of their senior year. The beauty, of course, is that EETEP continues to have contact with that student as they deal with burnout issues and hopefully teaching the skills that will cope with those issues on a day to day basis.

I took three journals that I could compare dates of entry (or at least approximate similar timing - this was not easy, by the way!) and pulled out 10 dates (I know that I did not have entire journals; that some portions of each journal had been removed.) and evaluated each dated entry on the basis of whether or not one or more of the burnout issues (listed above) was raised. The results are interesting. The entries are numbered from 1 through 10 and represent a time spread of about 18 months with 10 representing the most recent entry and 1 representing the earliest entry.

BURNOUT ISSUE	1	2	3	4	5	6	7	8	9	10
Professional isolation;	x				x	x	x		x	
Unmotivated students;				x	x	x		x	x	x
Classroom/teaching load;							x	x	x	x
Evaluation of performance;		x		x			x	x	x	
Professional and bureaucratic role conflicts;					x	x	x	x		x
Input into school policy making;				x	x		x	x	x	x
Lack of autonomy;						x	x	x		x
Clerical work;							x	x	x	x
Multi-school assignments;						x		x		x
Need to utilize skills;					x	x	x	x	x	x
Unrealistic expectations;		x	x		x		x	x	x	x
Need to achieve results.	x		x	x		x	x	x	x	x

Another person could do the same evaluation and come up with some other evaluation however the point would be that anyone making an evaluation would find at the beginning there was next to nothing in the way of burnout related issues raised and toward the end every issue of burnout is on the table.

If these three students are typical - and they probably are, more or less - of the rest of the EETEP students then the issues that are normally not being faced until after graduation and during the first year of teaching are now, at the junior class level, out in the open. But we still have two years to lay out strategy for the counter attack on burnout and we can do it in the experimental environment of the EETEP classroom. We may well have, as the literature suggests, with a five year program a stronger degree of burnout with the graduating student but we will also have a student who is far better prepared to cope with that burnout. As it is now the teacher recognizing the issues of burnout for the first time during the first year of teaching has little, if any, coping mechanism on hand to fight the inevitable process. What an opportunity!

Finally, the whole EETEP process, the success of which is well represented in the pages of the student journals, has given this researcher into professional burnout and its "cure", quite a boost. The journals are clear indicators of professional "people worker" growth in general and within the teaching profession specifically. In the journals I find indications that EETEP students have changed over a period of 18 months in their attitudes/relationships toward peers, classroom and cooperating teachers, students, parents, and commitment to a teaching career?

The most obvious change that EETEP students seem to have made in the time span of these journals is the move from the position of "observer, un-involved critic" to a position of participant with the ability to give and take constructive, creative criticism/evaluation. There were two striking attitude changes, probably not unrelated, that impressed me. 1. As the year went on the cooperating teachers seemed to get a lot smarter. By the end of these journals, for the most part, we have respect and understanding sometimes verging on "awe" at how and what these teachers are able to do. That does not mean to say that the students are 100% in agreement with methods and styles that they are observing in the cooperating teachers rather they are recognizing different ways of doing things than their own. And most important they have learned to "allow" and value the cooperating teacher's classroom style and methods. Obviously with such an attitude the present and future ability of the student to work with peers is greatly enhanced. "I can learn from just about anybody something of value" one student indicated in her interview - a student who was fairly critical of the cooperating classroom situation at the beginning of her journal.

2. The second attitude that comes across as the journals develop is growing respect for UNL faculty. The face to face interviews with EETEP students demonstrated a high amount of respect, admiration and appreciation for the faculty that they were involved with in EETEP. The journals do focus on Dr. Egbert; but the change in the student/professor relationship seen concerning Dr. Egbert is probably typical of others - i.e. Cahoon and Kluender. There are signs of fear of Dr. Egbert - he is "demanding, difficult, hard to understand, not organized, too organized"; the gamut of sophomore-like, "me student, you enemy" attitude about instructors. By the end of the journals - like the cooperating classroom situation - most of the students recognize EETEP as a team; a team that includes Dr. Egbert as not just an authority figure but as a team player. There is a peer relationship going on with the UNL faculty and EETEP students - a peer relationship that clearly comes out over the journal keeping time frame. It seems to me what EETEP has developed is a level of relationship between students, cooperating teachers and instructors that is less adversarial and more "cooperating" than can be found in most classrooms. Generally, not until graduate college and seminar

settings, where small groups of "equals" sit down together to teach and learn, is such quality time developed.

Relationship between students is another growth area documented in the journals. One particular set of journals shows very well the beginning development of a professional/colleague relationship between two EETEP students. This is different than the collegiality nearly club-like situation that is fostered by the EETEP setting. What we have going on with these two students by the end of the journals is professional peer support; and it does not just happen all at once. Each student begins to acknowledge the talents of the other and to recognize and value those gifts. This relationship is not unlike the one the students have developed with the cooperating teachers - respect, appreciation and a sense of being a team.

Finally attitude changes toward students and parents/family settings. I could not find a single journal writer that did not have at least 40 or 50 close grade school friends. Knowing how to accept individuals into your life and then to let go is critical to the people worker's sanity. Other than actually experiencing it, I do not know how you learn it. What comes through the journals very clearly is the movement from the students as "them" to Sue, Bruce, Billy, Mary with individual personalities, backgrounds, who have different needs and abilities. Too, early in the journals there is almost a critical attitude toward either the school, the neighborhood or the parents. If the school, the neighborhood or the parents would get their act together than these kids wouldn't have so many problems. After a semester in the classroom the student teacher recognizes the need to accept circumstances and work from there. Even at the end of the journals there are questions about family settings and community situations but they are now a part of picture that includes the student teacher doing what s/he can to change those things yet recognizing the limitations a teacher has in making those changes.

A year ago I was asked by a seminary to prepare a brief outline of suggestions I would make to a curriculum committee on what might be done to confront the issue of burnout in the three year seminary program. Off the top of my head but based on the research I had completed up until then I came up with some suggestions that can easily be couched in "teacher education/classroom" terms:

- Put into the classroom and into fieldwork assignments experiences that allow students to analyze their ability to adjust to change of any kind but especially to rapid change.

- Give the teacher the tools (and the settings in which they can be used and experimented with) to do self evaluations - i.e. journals, video-taping, peer contact, professional counseling.

- Do not have "unreal" fieldwork assignments. Make certain the student teacher is functioning at a school site with people in an intensive and extensive way. Drinking coffee, babysitting, sitting in on in faculty meetings, are not the only kinds of involvement a future teacher needs.

- Over a period of time the student-teacher should have at least three different field work assignments. And those assignments should be different in as many was as possible.

- Help the student get a hold of how much tolerance s/he has for dealing with "things the way they are" and how much need they as individuals have for "changing everything immediately."

- Take stress education out of the "academic" and put into the real, daily, experience of classroom teaching. How am I dealing with stress and how might I do it better?

I see EETEP being able to do each of the above for the future teacher.

Appendix D

An Analysis of Policies Effecting the Development of New Programs at the University of Nebraska-Lincoln Teachers College

Marijane E. England

The success of any organization is dependent upon the initiation and implementation of programs that will lead it into the future. The literature on policy implementation provides a conceptual understanding of what choices need to be considered in order to bring about or implement substantive changes that can, indeed, lead to a productive future. The major question in this study is, to a degree, the reverse of how to implement a policy decision. A new program for the preparation of elementary education teachers that differed significantly from the current program was formulated at the University of Nebraska-Lincoln Teachers College and implemented on an experimental basis. Were there policies at different administrative levels at the University of Nebraska-Lincoln (UNL) for which a desired outcome would be the initiation of this type of innovative program? To answer this question an analysis was made of the development of the program, of the policies that existed at the time, and of the relationship between the goals of the policies and the program. Based on the analysis, recommendations are also made on how to make future policy choices that will foster the innovation and changes needed to position UNL Teachers College for the future.

The Program

In spring of 1985, a proposal was approved by the Undergraduate Teacher Education Council of the Teachers College at the University of Nebraska-Lincoln for the development of an alternative to its present program for the preparation of elementary teachers. Development of the proposal was initiated because the investigators believed that there was a general need for reform of teacher education. This belief was based on the increased amount of research information generated in the previous fifteen years and the interest that had been aroused by such reports as A Call for Change in Teacher Education by the National Commission for Excellence in Teacher Education in 1985.

A proposal was later submitted and approved for funding by the OERI - Teacher Education and Development-Demonstration (TEDD) under a request for proposals on using research knowledge to improve teacher education. The program was to consist of three parts: 1) a program for the preparation of elementary teachers; 2) a graduate program to prepare teacher educators; and 3) a related program of research.

The teacher education portion of the program, the Extended Elementary Teacher Education Program (EETEP), is a five year preservice elementary teacher program. Students enter the EETEP during the first semester of their sophomore year and continue through one post graduate year. Elements that distinguish it from the regular elementary teachers education program at UNL include: 1) more extensive early field experiences that are supervised and integrated with didactic course work; 2) an increased focus on general liberal education and a non-education major or two minors; 3) a bridging course between early field experiences and educational psychology and later methods courses; 4) methods blocks with accompanying field experiences; and 5) a fifth year internship. This program, based on the research knowledge base on teaching, represents a break from UNL's traditional program and is designed to position Teachers College for the future.

The program for preparing teacher educators builds on the existing course work in the graduate program. In addition to the regular program, graduate students serve as members of the planning team and participate in teaching and supervising field experiences of undergraduate students in the EETEP.

Faculty members and graduate students have individual and team programs of research related to the EETEP. There has also been collaborative research and curriculum development with cooperating teachers and principals at the site schools.

Although the EETEP is only one of three parts of the entire project, the major focus to date has been on the EETEP, in part, because the grant funding was for the teacher education portion of the project and, in part, because the EETEP is the foundation upon which the other two components must build. For the sake of simplicity, references to EETEP in this report will mean the entire project and not just the teacher education portion.

The Policy LIterature

New programs like EETEP do not "just happen." Programs and activities can usually be identified as outcomes of implementing policy. Literature exists that helps elucidate the process of implementing policy (McLaughlin, 1987; Boyd, 1987; etc.) When a policy decision is made, implementation strategies can be designed to maximize the degree to which desired outcomes occur.

Policies can be made by decisionmakers at any level of an institution. Making the desired outcomes occur at the level at which the policy must be programmatically implemented may be more difficult. McLaughlin, 1987, states that successful policy implementation is dependent on two broad factors - the capacity of the unit responsible for the outcome and individual will. The capacity of a unit can be increased to a level necessary for the unit to implement a given policy. Influencing the will of either a unit or an individual is far more complex.

McLaughlin states that successful implementation usually requires a combination of pressure and support to influence individual will. Pressure is required to focus attention on the desired change. Support is imperative because success or failure of a policy depends on how individuals interpret and respond to it. According to McLaughlin, implementation ultimately becomes the responsibility of the smallest unit. In a university classroom or research program the smallest unit is most commonly an individual faculty member. McLaughlin states, "Organizations don't innovate or implement change, individuals do." Individuals must be provided with the proper balance of pressure and support for change to occur.

Clune, 1987, points out that another factor critical in policy decisions is often the choice of the institutional level at which implementation decisions are made. This theory of institutional choice requires that policymakers look at the comparative advantage of making a decisions at different levels of the institution. The ability to achieve policy goals is constrained by the characteristics of the institution making programmatic decisions. Clune is in general agreement with McLaughlin when he states that in order for substantive policy goals to be achieved, the institution charged with making decisions must be in agreement with the policies goals - what McLaughlin terms as will - and must have the capacity to achieve these goals.

According to McDonnell and Elmore, 1987, policies work when the resources of the institution - money, rules and authority- are used to influence the actions of units and individuals. The authors provide a framework for understanding the basic mechanisms, or policy instruments, that exist that enable the policymaker to translate substantive policy goals into actions. McDonnell and Elmore define four categories of policy instruments. Mandates are rules and regulations intended to ensure compliance and govern the action of units or individuals. Inducements transfer money in return for certain actions or activities. Capacity building is the transfer of money for the development of human, material or intellectual resources. System changing is the transfer of authority in an attempt to alter the delivery system of goods and services and the incentives determining the nature and effect of the services. McDonnell and Elmore also discuss situations in which policy makers would be likely to choose each of these mechanisms as well as how each category of instruments works and what the likely outcome of the choice of instruments would be.

The literature on policy implementation was used to understand if there were policies regarding program development at different administrative levels at UNL that would have EETEP as a likely outcome.

Methodology for Collecting Information

In order to determine what policies were in place that governed or effected the implementation of new programs at UNL at the time EETEP was developed, two sources of information were examined.

The first source reviewed was the official UNL policy manuals and documentation. The role and mission statements of UNL and Teachers College were reviewed. These statements articulate the underlying philosophy of the institution rather than any prescription for how these ideologies can be realized. These were reviewed to determine if EETEP was consistent with the basic mission of the institution.

Bylaws were examined to determine if any specific committees or governance bodies were charged with assisting with or overseeing the initiation of new programs. Specific rules and regulations were looked for that might effect program initiation.

The second source of information was a series of interviews with the project leader and key officials having decisionmaking authority over the development of new programs. Administrators interviewed were the Vice Chancellor for Academic Affairs, the Dean of Teachers College, and the Chair of the Department of Curriculum and Instruction. An interview was also conducted with the Associate Superintendent of Lincoln Public Schools.

Each of the interviews conducted with UNL staff was based on a structured set of questions. Interviews conducted with the project leader and UNL administrators consisted of sets of questions on 5 topics. The inquiries of the first three sets were intended to determine what the individual interviewed perceived to be the implicit or explicit policies at the institutional, college or departmental level that influence new program development. The fourth set was an exploration of what the individuals' thoughts were about the appropriate level for making decisions about new programs. The last set focused on how the individual being interviewed thought faculty members could be encouraged to think innovatively about their discipline.

The interview with the Associate Superintendent of Lincoln Public Schools explored the official and unofficial policies or attitude of the school system for working with UNL. Questions were asked about how, from the schools' perspective, EETEP differed from the traditional program. The Associate Superintendent was also asked some general questions concerning the level at which programmatic decisions should be made in organizations. Question about how to encourage development of programs were posed in two different ways. One was to ask questions about the influence the schools could have in fostering the development of new programs at UNL and the second was to ask an outsider's opinion about how UNL could internally foster this type of development.

Findings

Policies at UNL

The role and mission statements of UNL and Teachers College are generalized statements of institutional philosophy. The statements contained points that are particularly relevant to addressing the question of whether or not EETEP fits conceptually into the mission of the institution.

Both statements emphasize that the educational programs of the institution must be responsive to our ever changing society and must provide the student with a sound knowledge base that will prepare him/her for the challenges of the future. The UNL statement points out that research has a "close association with the undergraduate curriculum" and is a "vital part in the graduate program." The Teachers College statement states that the college has " a responsibility for research aimed at the improvement of practice." The philosophy underlying EETEP closely matches the above statements from the mission statements. EETEP was conceived as a program that could better prepare teachers by build on the research base of knowledge on teaching. The program was to design to combine an undergraduate teacher education program, a graduate teacher educator program and interrelated research.

A review of policy documents identified three official bodies established in the Bylaws of the University of Nebraska-Lincoln that are given the authority to effect new program development. The Academic Planning Committee is given the charge to formulate and recommend goals in the areas of education, research, and extension and to recommend procedures where new and existing programs can be studied and evaluated. It is also charged with assessing resources available to meet goals and identifying resources needed but not available. The Bylaws also establish the Teaching Council and the Research Council. According to the Bylaws, the former was formed to encourage and support efforts for the improvement of instruction and learning; the latter was formed to encourage the development of research throughout UNL and to seek funding for research projects. The campus wide Curriculum Committee reviews and approves proposals for course additions, changes, and deletions that are forwarded from the College Curriculum Committees.

The consensus of the UNL staff interviewed was that there are no identifiable institution wide policies on development of projects similar to EETEP. Even though the official bodies described above are explicitly defined in terms of their intended effect on program development, they were viewed as having little or no influence. Approval by the Curriculum Committee was seen as a necessary bureaucratic formality for final course approval, however, courses can be developed and taught on an informal basis for quite some time before formal course approval must be sought. The general impression from the interviews was that there are so few institutional policies that they are not much of a hindrance in the development of new programs but they are no help either.

There are several committees at the College level that effect program development, but the relationship between the committees and program development is not as explicitly defined as those at the institutional level. In the interviews, three committees were mentioned as having an effect on program development. The Undergraduate Teacher Education Council (UTEC) was formed to encourage coordination of teacher education. The College Curriculum Committee reviews new course proposals after the course is fully established and then passes those recommendations on to the University wide committee. A third committee, the College Resource Allocation Committee is a faculty committee that reviews all requests for permanent funding by the departments and formulates recommendations to the Dean.

The impression of the administrators interviewed was that

Teachers College has an overall atmosphere that encourages change. All three administrators cited the process employed by the Resource Allocation Committee as one that requires the departments to think about their unit as a whole and how each position or request for dollars fits into a plan for the future. The administration's attitude toward innovation on the part of individual faculty members seems to be one of allowing them to work on new ideas by not building administrative roadblocks.

Influence on program development at the Departmental level appeared to be minimal. The Department can give approval and support to a proposal. However, the department does not have any formal means to stop a proposal. In the case of EETEP, the department did not give formal support to the program at the beginning. Project developers sensed that there was no base of support at the departmental level for EETEP. So rather than risk a negative endorsement of the project, the developers went straight to UTEC, a College level committee. Since the department has no formal means to stop a proposal, support at the college level enabled the program to be developed.

The project leader presented a different viewpoint than the administrators about what policies influenced the development of EETEP. At the time that EETEP was being developed, the college had a support position designated to assist faculty members in preparing proposals and seeking funding. The project leader cited the assistance given by this position as key for two reasons. First, the most obvious one, it provided the support necessary to complete the mechanics of the task and to move the proposal through the bureaucracy. Second, and more important from a policy standpoint, the existence of the position was an explicit statement by the administration to the faculty of the importance of proposal development. While external funding was not essential to EETEP's existence, it did influence the nature of the program by providing funding for some key planning activities and stimulated increased attention to program evaluation.

The project leader also indicated that the support provided by UTEC was as another factor that assisted in the development of the proposal. It provided a forum for discussion of ideas and cooperation among faculty. It also provided a formally recognized College committee to support an idea as opposed to an informal group of faculty.

Policies at Lincoln Public Schools

The relationship between UNL Teachers College and the Lincoln Public Schools (LPS) is positive and mutually supportive. A formal contract exists that affirms the desire to work together in programs of mutual benefit. The agreement between the Board of Education and the Lincoln Education Association has a formal discussion of the arrangements for student teachers.

The LPS Superintendent's Executive Committee and the Teachers College Dean's Chair Council meet four to five times a year to discuss what has been happening and what elements need to be looked at. The Associate Superintendent said that if substantive changes in teacher education or the relationship with the schools is considered, UNL always requests a LPS representative on any committees considering the changes. She said that the formal and informal relationship between LPS and the University are so positive that LPS will be generally supportive of any new program UNL wants to introduce.

EETEP is viewed positively and has the support of LPS administration. The working relationship with LPS is not radically different from that with the traditional program. There are a smaller number of students who spend a greater amount of time in the classroom and as a result have developed a stronger relationship with the cooperating teacher. The students are also more closely supervised by UNL faculty. Teachers and building administrators have been included in planning and curriculum development. This is viewed as a benefit for staff development by the schools.

Discussion

Lack of funding is probably the major drawback for new program development. If the program does not require funds in addition to those currently allocated then it will not attract University wide scrutiny. If it needs University funds, because of the zero-sum nature of budgeting, a detailed evaluation of the program in comparison to competing University priorities is required. If funds required are either College funds or from outside funding sources then, in general, the program will not undergo campus review.

Because EETEP is a project that has both the elements of improvement of instruction and disciplinary research, it could have been considered for funds from either the Research or Teaching Council. Funds were not sought from either of these groups. The general view of those interviewed was that no one was quite sure what funds were available or how they would be obtained for a project like EETEP.

Any request for College or departmental funds must be considered at that level. Some discretionary funds exist at the College level. There are very few discretionary dollars at the Departmental level. At present the College does have an identified pool of money set aside to assist in new program development. This did not exist when the EETEP was being developed. The proposal for EETEP was approved by the UTEC, a College committee, however, College financial support for the initiation of the program was limited to the assistance provided for proposal development and submission. Even though the college and department both strongly support the ongoing project, financial support is currently limited to one graduate assistantship and the teaching loads of the faculty in the project. Curriculum development, planning time, and committee work associated with EETEP have been done in addition to regular loads or have been paid for by OERI-TEDD funding.

All of those interviewed felt that programmatic decisions could and should be made at different levels depending on the scope of the impact of the decision. The majority of the decisions about the development of EETEP seem to have been made by either those working directly on the project or at the college level.

Conclusions and Recommendations

The UNL mission statement states that the quality of the institutions programs and degrees is based on the attributes and judgement of the faculty. The theme of the responses was that innovation and change come from the faculty themselves. A faculty member sees questions that have emerged in a field or understands the direction knowledge and research are moving in a discipline and then takes steps to develop a research agenda to answer the questions or advance knowledge beyond where it is now. EETEP and other innovative projects happen because someone champions a new idea and moves it forward. Several of those interviewed felt that if policies don't inhibit or stop innovation it will happen because of the will of those champions. Perhaps in a University this can happen. Universities are a unique collection of thinkers whose goal is to seek new knowledge and advancements in their disciplines. However, if innovation and advancement of new knowledge is the desired outcome, perhaps it should not be left to chance.

The results of this analysis showed that virtually no policies exist at any of UNL's administrative levels that explicitly encourage the initiation of innovative research in teacher education. The College actively encourages departments to plan for the future through the process employed by the Resource Allocation Committee. However, the same encouragement is not applied to individual faculty members for planning their research agendas.

Rather than taking the position of actively encouraging specific types of research, the College policy has been to allow or facilitate researchers to pursue ideas by not preventing them. EETEP came about because some highly motivated individuals wanted to respond to the call to re-examine teacher education and develop a program in teacher education based on the present knowledge base. Policies were such that development of the program was allowed to occur.

Actions in the College are consistent with the policy of eliminating barriers to program development. Placing primary decisionmaking authority for new program support at the College level is consistent with the concept of institutional choice as explained by Clune, 1987. Clune stated that the choice of the administrative entity that makes decisions is critical to successful policy implementation. The decisionmaking institution must be supportive of the basic goals of the policy. In Teachers College, if a new proposal threatens the existing programs within a department, the department could block further development. By moving the decisonmaking from the department to the College, the policy of laissez-faire is assured. When EETEP was in the proposal state it did not seek support from the department. UTEC, at the College level, supported the proposal.

This was sufficient support to allow the development of EETEP.

Policy instruments appropriate for bringing about different desired outcomes are described in McDonnell and Elmore, 1987. Again, the College's choices of policy instruments, as they fit into the four categories defined by McDonnell and Elmore, are consistent with the policy of allowing individuals to pursue ideas.

Mandates almost never work for trying to influence the will and attitudes of individuals. They are notably lacking in the College. Mandated control, like that applied by the Curriculum Committee, while still existing, can be avoided. New courses can be developed, taught and evaluated without formal approval. Therefore, the mandated control is ineffective in stopping program development.

Inducements are provided for pursuing new program development. When EETEP was in the proposal stage, a support position was in place that could assist faculty members in developing proposals. That position has since been eliminated, however, a special fund has been established by the College to provide one time seed money for development of new proposals. According to the administrators interviewed, even though not specifically included in guidelines for awarding merit pay, the more innovative thinkers seem to receive consistently higher increases. One problem with the inducements in the College is that, while they can assist the motivated individual in advancing a proposal, they provide limited encouragement for those not actively seeking assistance. Individuals not already highly motivated or knowledgeable of the system will find limited support.

The role of the College Resource Allocation Committee is to promote capacity-building within the departments for the future. Departments are required to provide explanations of how all requests for funds fit into a plan for the future. Resources are allocated in order to provide the departments with the capacity to fulfill those goals.

The range of policy instruments used by the College - mandates, inducements, and capacity-building - are consistent with the policy of allowing program development by not inhibiting it and providing support for individuals who come forward to champion an idea.

McLaughlin was cited earlier in this paper as stating that change is made by individuals not by organizations. This view of change in an academic discipline appears to be held by the administrators interviewed at UNL. McLaughlin also stated that successful policy implementation of policy required a combination of pressure and support - pressure to provide focus on an issue or desired behavior and support to enable the individual to succeed in the desired endeavors. At UNL, support, both direct and indirect (by lack of barriers), is provided for faculty trying to advance an idea. However, pressure or focus on what direction the research or program development in Teachers College should take is not clear. If the desire is to position the College for the future and to influence the direction that future might take, perhaps full reliance should not be placed on the chance that motivated individuals will come forward with the right ideas. Perhaps the College should provide that focus.

Two comments from separate interviews seem to summarize what must take place for the College to control the future direction of research in Teacher Education. In the interview with the Vice Chancellor for Academic Affairs, he was asked how he felt policymakers could best get individuals to pursue the policymakers' visions. His response was that policymakers need to paint a picture for faculty members of what their goals and visions for the institution are. Then, policymakers should describe exactly what they hoped the faculty member's role could be in attaining that vision and how deeply the faculty member's support was appreciated and needed. The project leader was asked how the administration could foster innovative thinking in the area of teacher education. He responded that, if the Vice Chancellor (or the Dean) were to come to the faculty and tell them that his goal for the College was for it to be on the forefront in research in teacher education within the next five years and then to proceed to tell what role faculty might play and how he could lend support to their endeavors, it would provide a starting point for the faculty to begin working together in programmatic research to move the knowledge base on teacher education forward.

Based on the analysis of the development of EETEP, it is the recommendation that if the College wants to encourage the program development and to foster programmatic research in teacher education, it needs to take a more direct approach in providing pressure or focus on the issue and in providing more explicit support for faculty members to develop research proposals. By assuming a more active role in fostering development of a research and program development agenda in teacher education, Teachers College could help shape its future and also effect teacher education nationally.

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